

## The Sunday School Teacher.

By "LESLIE STANTON" (A Religious.)

It is difficult to overestimate the importance of the teacher in the work of the Sunday school and it is equally difficult to have too exalted a conception of his duties and responsibilities. There is no exaggeration in the oft-quoted saying that the teacher is the visible angel guardian of his pupils; in a very true and correct sense, he holds the place of God. To him the pupils look, not only for instruction in matters of faith and duty, but likewise for the embodiment of faith and duty in actual life. This attitude of pupils toward the teacher is often unconscious, but it is not on that account a whit less real. The presence in the teacher of petulance, anger, spite, of any unruly passion, of any undesirable quality mars to a very considerable extent the good effected in that class. Quite unknown to themselves, but none the less inevitably, the children tend to think lightly of those doctrines which their teacher seemingly does not revere and to remorselessly transgress those mandates which their teacher fails to observe.

The first requisite of the Sunday school teacher is knowledge of Catholic faith and Catholic moral teaching. It may appear at first unnecessary to dwell upon this qualification here, but the experience of persons who know will bear out the statement that the knowledge of Christian doctrine possessed by a large proportion of our Sunday school teachers is neither sufficiently adequate nor coherent to justify our passing over the point as an assumed fact. The catechetical knowledge of the secular person charged with the conduct of a Sunday school class will often be found lop-sided and superficial to a degree truly alarming. Such teachers should arouse themselves to a sense of their deficiency in this regard and set about making sure their knowledge of the faith that is in them. A systematic course in Christian doctrine is not, unfortunately, generally within the reach of persons of this kind, but a course of reading on doctrinal subjects always is and should be entered upon under the direction of the pastor or some one equally competent. It is deplorably easy to lack knowledge of the faith we profess; it is impossible to know our religion too well.

Granted that knowledge of Christian doctrine is necessary for the Sunday school teacher, we are far from

concluding that knowledge is the only requisite. The opinion is sometimes advanced that the more a man knows about his faith, the better teacher he makes; that a person who has made a course in theology is, for that reason, better qualified to teach a Sunday school class than is a person who has not enjoyed the like privilege. Experience shows that this view of the matter is generally erroneous. The teacher who has a comparatively limited knowledge of Catholic dogma may be, and as a matter of fact often is, more successful than the doctor of divinity who engages in similar work. The reason is that the less instructed teacher may possess the art of imparting knowledge and of interesting the children, which the doctor of divinity, with all his knowledge, may sadly lack. The latter unquestionably has the advantage when all else is equal; but in most cases all else is not equal, and the girl yet in her teens who, by means of some simple illustrations, opens the minds of her class to an understanding of some dogma of the Church is accomplishing far more than is the graduate of ecclesiastical seminaries at home and abroad, whose "words of learned length and thund'ring sound" amaze but do not enlighten the youthful pupils.

The Sunday school teacher should never forget—and this applies to the doctor of divinity as much as to the parochial school graduate who assumes charge of a Sunday class—that teaching is an art, subject to certain clearly defined laws and carried into practice through certain clear-cut methods. He must be convinced that knowledge of those laws and conformity to those methods are not counsels of perfection, but matters of obligation to him who would succeed in his class work. He must bear in mind that, above all else, the Sunday school is a school, and that a school implies a teacher. Knowledge is a most excellent thing, and zeal is a most excellent thing; but the Sunday school teacher must aim at possessing a knowledge that is power and a zeal that is according to wisdom. Hence, to secure not only the best results but any good results at all, the catechist must see to it that he possesses a fairly extensive knowledge of pedagogy both in theory and practice as applied to the teaching of Christian doctrine. Reading, observation and conference with experienced catechists are the most certain means of attaining this knowledge. Experience, too, is an excellent teacher, although, as an American humorist has pertinently remarked, the tuition is



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generally rather high; but a person who really means to learn will profit by his own mistakes. The all-important thing for the catechist who is learning how to teach is to keep in touch with prevailing methods as expounded in Catholic journals of pedagogy. Often, indeed, the catechist derives more help from such periodicals than does the professional teacher whose more adequate preparation and more extensive experience are powerful aids in his work.

The Sunday school teacher should strive in a special manner to win the esteem of his pupils. Unless he possesses the children's admiration, or at least their respect, his teaching will be at best but as sounding brass in a tinkling cymbal. As in every class, so in the Sunday school, there are times that try men's souls—times when bitter thoughts are uppermost in one's mind and hasty, stinging words rise to one's lips; but it is at such moments that, of all times, the teacher must be on his guard. If all the boys in the last row are in unblissful ignorance of the lesson; if Rob Smith comes tramping in late and makes everybody look around; if Dan Dawson, the evil genius of the class, is racking your nerves with his antics—keep cool. Think unutterable things, if you like, but don't attempt to express them. Neither let your indignation reveal itself in your looks and actions. Don't frown—smile. Things are bad enough without any ebullition of your "holy anger."

Experience, we have said, is a good teacher; and one of the most important lessons that experience teaches is that in the Sunday school nagging and petulance don't pay. The surest manner of losing the esteem of your pupils is to fly into a passion before them. It does not, as a rule, seriously alarm them—and when it does the scare soon passes—but it invariably antagonizes them. It will drive some of them away from the Sunday school altogether and for the others make attendance thereat an irksome and dreaded duty. Of course, children are trying, but they are not likely to become less so by being scolded and abused. In this, as in everything else, our Blessed Lord is our model. He severely rebuked the Herodians, He called the Pharisees hypocrites and whited sepulchres, He scourged the traders from the holy place; but of the little ones He said: "Suffer little children to come unto Me." Let us suffer them.

The catechist must maintain order; the spirit of insubordination should never be suffered to invade the Sunday school under favor of the teacher's amiability. Authority in the class is best secured and maintained by a mild though active vigilance and a discipline firm but not inflexible. Ordinarily speaking, if the teacher avoid nagging and does his best to instruct the pupils in an interesting manner, he need have little solicitude about maintaining order. In an ordinary school where class is held five days in the week for five hours or more, the case is different; but in the Sunday school, where class is held but once a week and never for more than an hour, the children should not find the time long or the lessons irksome.

Finally, to obtain the blessing of God on his work, the Sunday school teacher must be deeply and unaffectedly pious. His devotion need not run into sentimentality, but it must spring from a deep and abiding consciousness of the power and love and goodness of God as revealed in His dealings with man. Unless he himself feel the profound truth and paramount importance of the doctrines and practices of faith he explains, he may indeed enlighten the intellects of his pupils, but he can-

not influence their conduct. It is only when he shows in his own life, in his every word and work, the beauty and supreme excellence of Christian faith, that his word will bring forth in the hearts of his hearers the hundred-fold fruits of sanctity.

## Suggestions on Preparation of Class for First Communion.

REV. H. J. HEUSER.

According to a law of Innocent III., all the faithful are to communicate as soon as they have come to the age of discretion. The sacred canons do not define and theologians do not agree as to the precise age when children may be said to have reached this period. Hence Benedict XIV. wisely allows that children may be admitted to First Communion at any suitable time between the ages of ten and fourteen.

A somewhat recent decree of the S. Congregation of the Council (21st July, 1888) reaffirms these pontifical statements, and leaves it to the Bishop of the diocese to determine the age before which children should not be admitted to First Communion. Some Ordinaries prescribe a uniform age, and it is easy to understand such limitations from the peculiar conditions of place and persons.

But in most cases the pastors and teachers are the best judges of the child's capacity for receiving First Communion, and hence, unless local and special reasons require it otherwise, it is but reasonable to leave the matter to their discretion. In this regard it may be necessary to remember that our people in the United States are of many races. The children of German or Scandinavian stock develop, intellectually and morally, slower than the children of the Celtic and Italic races. Again, there are children who go to the public or to non-Catholic private schools, whose mental condition, owing to their training, differs from that of children who receive daily religious instructions in the parish school. Others are sent to work before they have reached maturity in order that they may help to earn a scanty living for their families. All these considerations will affect the choice, as to age, which a pastor makes of the young candidates for admission to the Holy Table.

But the age of the child is of less importance than the development of its intelligence and the possession of those sentiments by which it becomes conscious of the sublime act for which it is to be prepared.

When a devoted pastor goes out among his flock to gather together the little ones for the great reception day when they are to be presented to their King, and to invite Him in turn to the little homes of their hearts, he may well take thought. His first step will be to the school room. Whatever the difficulties, the sacrifices, the care and anxiety which he may have regarding the keeping up of his school, it is the field of all others in his pastureland in which lies the hope of his flock.

When the priest has found the children who give promise of a good First Communion, he must make them his special care. Such care should manifest itself for a considerable time, perhaps a year, before the reception of First Communion takes place. This does not imply that the catechetical and other immediate instructions should be anticipated that length of time. On the contrary, there are reasons why the actual training for First Communion should not extend over too long a period. Children, when they have once mastered the required knowledge, grow restless under repetition; fa-

miliarity with the thought of a far off grace begets a weakening of that anxiety and fervor which are essential to the requisite devotion for its worthy reception. But before the children are taken in hand for actual training they must be put into the proper temper for the ordeal. They are to become conscious, quietly and gradually, that their pastor's eye is upon them. They are to be impressed with the fact that they are to do a great thing in the future, and that everybody is interested in finding whether they will be fit and ready when the time of the opening of the First Communion class comes. And one way to give them this impression that they are a special choice of the flock for the time being is the pastor's intercourse with them individually.

His action in this respect may cover the following points: (1.) He should frequently, and in presence of the children, ask the teachers whether the former are faithful in their daily tasks in school, whether they know their Catechism and Bible History. (2.) He should bring them together occasionally to speak to them of the virtues necessary for admission to the Communion class, making them feel that it is an affair of honor in which those hold the first title who are most obedient, most diligent, and most observant of good conduct and of respect in the House of God. It is not difficult for most pastors to gather their little flock around them, taking them out for a summer walk into wood and field, and to show them a special consideration in one of the many ways which the ingenuity of charity suggests. Few means are more effective than this sort of familiar intercourse, to prepare and open the ground for those dispositions which are so essential for the reception of the divine Guest.

3.) The children should also have some opportunity of making their first confession at least a few months before they go to their First Communion. It helps them to realize sin and the necessity of thoroughly cleansing their souls for the great act. One abiding effect of the penitential ablution is this: it teaches the child to avoid certain faults to which by inheritance it is prone. The correction of certain evil dispositions, such as anger, stubbornness, disobedience, lying, impurity, is still possible at an age when the character is not yet fully formed. The will of the child may be directed and urged in shaping the still impressionable mould of the heart with its likings and tastes; the kindling flame of affection may be fanned into a warm enthusiasm which pursues with ardor the ideal placed before the young mind. Just as every wilful sin committed at this age blunts the edge of that sensitive instrument by which the child is to work out the perfect image and likeness of its Maker; so every act of the pastor or teacher which prevents the conscious commission of sin in the child is saving it a world of regrets and of struggles against its own faulty disposition in future years when such faults have grown into a habit.

By this preparatory activity the priest will be enabled to choose from among his children those whom he may safely lead to the divine banquet to become there more intimately acquainted with and united to their Good Shepherd, Christ.

#### CHRISTIAN PATIENCE.

In making Christian Patience the special object of our petitions to Almighty God during the month of April, who will not keep ever before his eyes the perfect example of that patient Sufferer, Jesus Christ, during the long agony of His closing hours in the Garden of

Gethsemane and on the cross? No word of complaint escaped from His burning lips and His torn and bleeding heart. Never once did He fail in patience during one of those long, lingering hours of pain. But, alas! how often we fail, and fail, too, when we have so much less to bear. We should do well, then, to make it our endeavor, for these thirty days, to place before our minds in devout imagination, the thorn-crowned head, the crucified form of Jesus Christ; often to follow after Him in thought along the hard way of the cross; often to say to Him: "If Thou increase my pain, increase also my patience. Thou Who didst bear the cross for me, teach me to bear my cross for Thee. Thou knowest, Lord! that I am all weakness; bear it for me; bear it in me." There is no one who has not some pain to endure, some trial, in one form or another; the cross is inevitable. But the anguish of the cross may become for us almost a joy, and certainly it will become for us an untold blessing, if only we learn to carry our cross with Christian Patience, following in the footsteps of our Lord. We may not feel the strength to say the prayer that a Christian mother once taught to her little daughter who was afterwards to reach great heights of unusual holiness: "Lord, give me patience, and then strike hard!" But we certainly can pray for patience to meet without murmuring whatever cross the hand of God may choose to lay upon our feeble souls.—(Sacred Heart Review, Boston.)

### Manner of Teaching Catechism!

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[Continued from last month]

Begin with the smallest children, and do not wait until they can read and study the catechism. Teach them how to make the sign of the cross, how to say the principal Catholic prayers correctly and distinctly. Open their young hearts (which are naturally religious) to the love and reverence for the great Father in heaven. Show them how He hears their prayers, because He is ever near them. Speak to them of the boundless love of God's eternal Son by pointing to the crucifix and to the wounds on hands and feet and side. Tell them of His blessed Mother, who is also their Mother. Remind them of the holy angels that follow them everywhere. A few good, pious pictures—if possible, colored—will suggest plenty of object lessons that will sink deeply into their souls.

In the second and third school year the principal truths of religion should be taught in connection with Bible history. Let it be a historical religious instruction. Commence with the small edition of Schuster's well-illustrated *Bible History*, and after three months introduce the catechism which is prescribed by diocesan statute. Bible history must remain the principal object of religion. In the fourth and fifth year the regular catechism class should be given in the synthetic form. The catechist must use his utmost care, even with the smallest children, that they receive a correct impression of the truth. The language in which catechism is to be taught, whether in English, German, French, etc., depends on the child and not on the will of the catechist; the welfare of the child should decide this question.

See that the children attend the daily Mass, if at all possible. Assemble them in school, and from there make them come to church, in rank and file. In entering they take holy water and genuflect. They go to



their proper places, where they remain in silence the whole time. Have them under the supervision of religious or some trustworthy persons, but do not keep them on their knees constantly. Assign them comfortable seats, and place them in full view of the altar so that they can watch the priest. Tell them what the ringing of the bell signifies, and the moving of the book. The grown people, and especially the servers at the altar and the sexton, should set the children an example of good behavior in church. Teach them how to assist with interior devotion. St. Thomas gives three methods of assisting at Mass: mere pious assistance, with the intention of honoring God; paying attention to the meaning of the principal parts at least; meditating on the mysteries of the holy sacrifice in connection with the Passion. The age of the child will determine the method to be chosen. The educational effect of the daily Mass on the mind and heart of the child is simply wonderful.

Teach the children how to spend the day in a Chris-

tian manner; to bless themselves when awaking; to dress themselves modestly; to take holy water and then to kneel down, and to recite a few prayers, especially the Our Father and the Hail Mary, the Apostles' Creed, the Acts of Faith, Hope, and Charity; to offer up all their words, thoughts, and deeds of the day to the greater glory of God, and to unite them with the sufferings and death of Our Lord Jesus Christ; to pray before and after meals; to make frequent aspirations during the day (for example, "Sacred Heart of Jesus, have mercy on me," "Immaculate heart of Mary, pray for me," "My holy angel, protect me"); to invoke the holy names of Jesus and Mary and Joseph in temptations; to examine their conscience at night and to make an act of perfect contrition; to sprinkle their bed with holy water, and to think of God and our blessed Mother before falling asleep. Thus the children will be taught how to use the means that God has given us to lead a virtuous life and to attain the end for which He has placed us in this world.

## Some Material and Suggestions for Closing Exercise Programs.

By starting preparations for Commencement early, and giving a little time each week, the regular work of school is not interfered with. The composition and declamatory work of the graduating class should now be directed with a view to selecting the best for the closing exercise program.

### Action Poems.

#### Charge of the Light Brigade (By Request).

(For method of teaching see article on "Action Poems," in March number of The Journal. This is a popular selection for concert recitation at closing exercises. Six or more pupils may be drilled on it.)

Half a league, half a league, (1)  
Half a league onward, (2)  
All in the valley of death (3)  
Rode the six hundred.  
"Forward, the Light Brigade!" (4)  
Charge for the guns!" he said: (5)  
Into the valley of death (6)  
Rode the six hundred.

"Forward the Light Brigade!" (4)  
Was there a man dismayed?  
Not though the soldier knew (6)  
Some one had blundered!  
Their not to make reply; (7)  
Theirs not to reason why; (8)  
Theirs but to do and die; (8)  
Into the valley of death (6)  
Rode the six hundred.

Cannon to right of them, (9)  
Cannon to left of them, (10)  
Cannon in front of them (11)  
Volleyed and thundered:  
Stormed at with shot and shell,  
Boldly they rode and well; (12)  
Into the jaws of death, (13)  
Into the mouth of Hell, (14)  
Rode the six hundred.

Flashed all their sabers bare, (15)  
Flashed as they turned in air, (15)  
Sabring the gunners there, (16)  
Charging an army, while (12)  
All the world wondered! (17)  
Plunged in the battery-smoke: (12)  
Right through the line they broke: (18)  
Cossack and Russian  
Reeled from the sabre-stroke, (19)  
Shattered and sundered.  
Then they rode back! but not—  
Not the six hundred. (20)

Cannon to right of them, (9)  
Cannon to left of them, (10)  
Cannon behind them (21)  
Volleyed and thundered:  
Stormed at with shot and shell, (22)  
While horse and hero fell, (23)  
They that had fought so well  
Came through the mouth of Hell, (25)  
All that was left of them—  
Left of six hundred. (26)

When can their glory fade?  
O the wild charge they made! (27)  
All the world wondered. (28)  
Honor the charge they made! (29)  
Honor the Light Brigade— (29)  
Noble six hundred! (30)

All the sights and sounds of the battlefield must be held vividly in mind. Picture the heroic soldiers rushing on to their death.

(1) Raise right arm to midline in front, palm down; move slightly to right. (2) Move farther to right. (3) Raise slightly and lower, pointing to floor; hold during next line. (4) Raise right forearm to head level and bring quickly down to midline, hand sidewise, in gesture of command. (5) Smaller movement in same manner. (6) Lean slightly forward and tell earnestly. (7) Raise right forearm to front midline, palm up. (8) Raise sidewise to shoulder level and lower again slowly. (9) Point right. (10) Point left. (11) Point front with both hands, palm down. (12) Extend arms straight front. (13) Lower slightly and turn palms up. (14) Raise forearms and lower again, hands sidewise. (15) Swift upward curve of right arm. (16) Carry right arm swiftly down. (17) Turn palms up and carry toward sides. (18) Slight upward and downward movement of forearm. (19) Draw arms back and transfer weight to backward foot, inclining trunk backward. (20) Raise left forearm and lower to midline, palm up. (21) Carry arms slightly backward. (22) Raise right forearm and lower to front midline, hand sidewise. (23) Raise and lower again. (24) Carry left arm backward. (25) Bring arm slowly forward again. (26) Raise forearm slightly and lower to midline, palm up. (27) Raise extended arms in front to head level and lower to midline, palms down. (28) Carry arms to sides, turning palms up. (29) Raise right arm above head and give circular sweep as in cheering. (30) Lower extended arm in front, palm up.

### The Leaflets.

(For the Fourth and Fifth Grade.)

Dance, little leaflets, dance, (1)  
'Neath the tender sky of Spring; (2)  
Dance in the golden sun, (1)  
To the tune that the robins sing. (1)  
Now you are light and young,  
Just fit for a baby play;  
So dance, little leaflets, dance, (1)  
And welcome the merry May. (1)  
Sway, little leaflets, sway, (3)  
In the ardent sunlight's glow; (3)



Oh, what a sleepy world! (4)  
 For August has come, you know.  
 Many a drowsy bird  
 Is drooping its golden crest, (5)  
 So, sway little leaves, and rock (3)  
 The orioles in their nest. (3)

Swing, little leaflets, swing; (6)  
 The quail pipes in the corn; (7)  
 Under the harvest sun, (8)  
 The cardinal flower is born. (9)  
 Russet and gold and red  
 Little leaves are gaily dress'd; (10)  
 Is it holiday time with you  
 That you have put on your best? (11)

Fall, little leaflets, fall. (12)  
 Your mission is not sped; (12)  
 Shrill pipes the winter wind, (13)  
 And the happy Summer's dead.  
 Make now a blanket warm. (12)  
 For the leaves till the Spring winds call; (14)  
 You must carpet the waiting earth, (15)  
 So fall, little leaflets, fall. (12)

Notice the difference in the pictures and movements for the four seasons. For a public entertainment, each season might be represented by one or more pupils costumed in a manner suggestive of the different seasons.

(1) Look upward, raise both arms and swing hands in circles from wrist. (2) Float both hands down to shoulder level, turn palms up and look from one part of sky to other. (3) Raise arms as in (1) and swing hands slowly from side to side with wrist movement. (4) Drop arms to sides, and slowly close eyes. (5) Drop head forward. (6) Raise arms and swing the hands up and down from wrist. (7) Point to right. (8) Point upward. (9) Point to ground. (10) Point upward with both hands, looking from one side to other. (11) Lower hands to midline, turn palms up, and continue looking up at trees. (12) Raise arms and float gently downward, moving slightly from side to side, as a leaf flutters down. (13) Shiver. (14) Hold position of hands down, palms toward floor. (15) Move hands to sides.

## A Flag Drill for Boys or Girls.

(This drill is intended for eleven girls or boys, each of whom carries a two-foot national flag. If feasible the children may wear costumes showing national colors or designs. The performer numbered 6 in the following descriptions carries a much larger flag than the others. The other performers may if desired carry flags of different nations. The platform should be about twenty feet square. Music to accompany the marches and poses or tableaux, should be a variety of well-known patriotic airs.)

1. Performers 1 to 11 enter at rear from left side, singing a patriotic song, marching in time to the song, flags carried over the right shoulder. A line is formed across the stage at the rear, all facing in the direction in which they have marched in. All turn facing forward and march to front of stage, keeping the line perfectly straight. Nos. 1, 2, 3, 4, 5, and 6 turn to the right the others to the left. March, Nos. 1 and 11 leading up the sides, across the back and down center in twos. This brings together 1 and 11, 2 and 10, 3 and 9, 4 and 8, 5 and 7. No. 6 marches alone. Arrived at front of stage, 1 and 11 turn to right, 2 and 10 to left, 3 and 9 to right, 4 and 8 to left, 5 and 7 to right, and 6 to left. March up sides, across back to center, and down center in fours. This brings in line Nos. 1, 11, 10, and 2, Nos. 3, 9, 8, and 4. No. 5 marches back of No. 9, and No. 7 back of No. 8. No. 6 marches between and back of Nos. 5 and 7. (See Diagram 1.)

2. Nos. 1 and 11 turn to right. Nos. 2 and 10 to left, Nos. 3 and 9 to right, Nos. 4 and 8 to left, No. 5 to right, No. 7 to left. No. 6 advances to center of stage and remains standing while the others march up sides, across back to center, and down center in twos, 1 and 11, 2 and 10, 3 and 9, 4 and 8, 5 and 7, forming two lines. Nos. 1, 2, 3, 4, and 5 pass to the right of No. 6; the others to her left. No. 6 stands in center of stage.

Music now changes to dreamy waltz, played softly.  
 3. Nos. 1, 2, 3, 4, and 5 kneel on right knee. The other line kneel on left knee. No. 6 remains standing. Pose during four or eight measures of music. Nos. 1, 2, 3, 4, and 5 recline to left; No. 6 kneels on right knee; the others recline to right. All pose. No. 6 stands; the others regain kneeling position, sustain pose for a moment, then all rise and step to positions forming a circle around Nos. 6, 1 and 11 front, facing in same direction as when marching in a circle.

4. No. 6 remains standing. The others march around once, in a circle. Take one slow, gliding step to a measure of the waltz. Nos. 1, 2, 3, 4, and 5 then kneel on left knee; at the same time Nos. 7, 8, 9, 10, and 11 turn toward the right, so as to face audience and kneel on right knee. This pose is retained throughout four or eight

measures; then all recline toward center of circle. Pose for a few seconds; regain kneeling position, pose, rise, and resume positions.

5. Circle again revolves. All face out and kneel on right knee, holding flag with stick resting against waist, and inclined upward at an angle of about sixty degrees. Pose for a few measures, then rise and take positions shown in Diagram 2.

6. Nos. 4, 5, 6, 7, and 8 stand. Nos. 4, 5, and 6 hold flags at right side, Nos. 7 and 8 at left. No. 3 kneels on left knee, flag in right hand. No. 9 kneels on right knee, flag in left hand. Nos. 2, 10, 1, and 11 recline. Nos. 2 and 1 recline to left, holding flag in right hand. Nos. 10 and 11 recline to right, holding flag in left hand. All wave flags in time to music, during eight or more measures. Rise and step to positions indicated in Diagram 3, all carrying flags on right shoulder.

7. Those in outer circle face to right; those in inner circle face to left. No. 6 remains standing; the two circles revolve in opposite directions, all waving flags. Revolve as many times as desired; then continue marching and take positions indicated in Diagram 4.

8. Nos. 5, 6, 7, 2, and 10 stand. Nos. 1, 3, 4, 8, 9, and 11 kneel. All wave flags. Rise and form lines at sides of stage as indicated in Diagram 5. All turn facing center of stage.

The music may now change to the National Song, or better still, to a medley of spirited national airs played as a march.

9. The two lines march across stage, thus exchanging places, and face toward the rear. Nos. 6 and 7 leading, march across rear of stage, the two lines passing each other. March down the sides, across front, and up the sides, all turn facing center. The positions indicated in Diagram 6 are thus regained.

10. Wheel front, as shown in Diagram 6.

11. Nos. 6 and 7 face each other, and followed by those on their respective sides, pass, and march across front of stage, up sides, across back of stage, down sides and across front, till 6 and 7 are again face to face. All then turn facing forward.

12. No. 6 now steps backward to center of stage. At the same time, 1 and 11 acting as pivots, the others wheel back forming side lines.

All now step to positions indicated in Diagram 7.

13. Nos. 1, 2, 3, 4, and 5 kneel on right knee. Nos. 7, 8, 9, 10, and 11 kneel on left knee. All recline. No. 6 remains standing, waving flag. All rise and take positions shown in Diagram 8.

14. Nos. 4, 6, and 8 stand. Nos. 2, 3, 5, 7, 9, 10, kneel, facing out. All wave flags. Nos. 1 and 11 recline toward each other and cross flags. Rise and take positions indicated in Diagram 3.

15. No. 6 remains standing. All face out. Nos. 1, 3, 5, 8, and 10 kneel; Nos. 2, 4, 7, 9, and 11 recline, and all wave flags. Rise, form one large circle, march around once, and then off the stage, led by No. 6.

## Stage Diagrams: Positions in Drills.

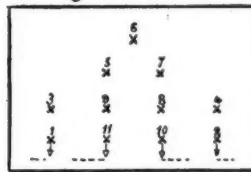
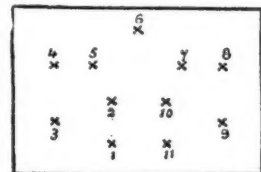


Diagram - I (Front)



II Front

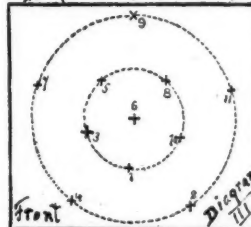
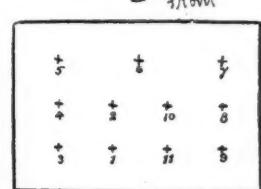
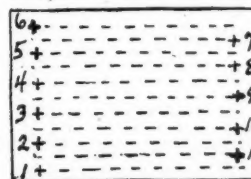


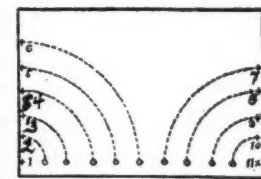
Diagram III Front



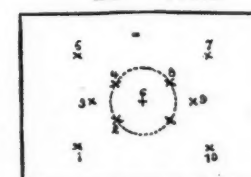
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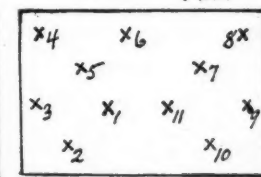
V Front



VI Front



VII Front



VIII Front

## Grammar School Valedictories.

[For suggestive value we present two specimens of valedictories delivered by graduates of the Sisters of Mercy Parochial School, McKeesport, Pa.]

"Finis coronat opus"—the end crowns the work,—so we say triumphantly to-day. Last September when we selected this motto for class-room inspiration of this, our last year of school life, we hazily foresaw this hour, this happy scene, these graduation honors which are ours in glad reality to-day.

We have worked hard during the past year, but there were times when the mountain of knowledge, represented by our school curriculum, seemed most difficult of ascent. One height having been attained, showed yet a higher point, and that having been reached, still another loomed up before us. What wonder, then, that we were at times discouraged and longed again for the blissful ignorance of that time when we thought we "knew it all" and chattered away in free and easy English, unawed by the knowledge that "two negatives make an affirmative," that "I" and "me," however identical they be in nature, are strangely antagonistic in a sentence; undismayed by the fact that a critic could elicit a "yes" for "no" or a "no" for "yes" out of everything that we said—oh! those were happy days; and with what boldness we answered, "Yes, I am certain sure of it" to questions whereof to-day we humbly answer, "I do not know." Those algebraic x's, y's, and z's; those painfully exacting Latin terminations; those bookkeeping trial balances stubbornly holding out for the sake of a cent or two; those knotty grammar points; those two-sided historical questions, have indeed borne us up and away from that idly happy time, but they have borne us also unto this, our graduation day.

The end has crowned the work! Our parents rejoice with us in this happy hour; they remember the long, doubtful struggles which now stand victory crowned; the Sisters, our devoted teachers—of whom we would here speak long and well were it not that we respect in them a virtue which shrinks from public praise, which is more than content to have done a solemn duty solely for the eye of God—yes, in sincerity our teachers rejoice with us, and that quiet, mutual joy even now between us and them is not least among the many joys of to-day; our pastor, to whose unobtrusive interest our class-room bears witness, is glad in our gladness to-day—truly this is beyond even our September dream, truly and royally the "end has crowned the work."

One other suggestion presents itself as we turn away from this dear scene of childhood. It is that our class-room motto ought to become our life motto, and the virtues, Fortitude and Charity, typified by our class colors, crimson and gray, ought to become our characteristic virtues. Thus fortified, we shall attain unto good in spite of difficulty and danger; we shall aid and bless those amongst whom our lot may be cast; and, surely as that we stand victory-crowned to-day, surely as that to-day we repeat over a splendid strife, "The end has crowned the work," surely as there is a just, kind God above us, we shall attain the one great end of life—our soul's salvation, Heaven.

May this, our ideal, know a realization even as to-day realizes the dream of the school years; and may we at the closing scene of life be able to say reverently, fearfully, yet truly, those words which to-day voice our triumphant gladness: "Finis coronat opus"—the end has crowned the work."

—(Delivered at commencement exercises, Boys' Department, Sisters of Mercy School, McKeesport, Pa.)

### Another Specimen of Valedictory.

"Respicere Finem"—look to the end. This has been our class-room motto during the past scholastic year. The words have a new meaning to-night as we stand triumphant at that end toward which we have been looking; and we appreciate more truly the wisdom of that kindly influence which, from the first week of September unto this—our day of triumph—has steadily, firmly, and at times sternly compelled us to ascend incessantly up, up, and on. O the long hours of homework! Our parents, watching us from the audience, know that we speak solemn truth. They remember also the queer looking papers we turned out as result of our long hours' labor, and the funny looking characters which we called "shorthand," but of which they declared 'twas "all Greek" to them.

Are we sorry now that the year was a hard one? No; there is something in the human heart that prizes a reward only in proportion to the cost of its attainment. What is easily won, what in our inmost hearts we deem unmerited, is meaningless in comparison with the reward which was hard to win, which is ours by strong, worthy attainment. Another lesson of the year—one applicable to all the years of life—is that in the stern competitive strife of to-day only the vigorous, the determined, the persevering, the excellent—can succeed; the vacillating, the half-in-earnest, the easily discouraged, the mediocre—must fail. This message comes to us from every walk in life. Every business, every profession, every art and science counts its successes by the presence of these staying qualities; its failures by their absence. This is not religion, perhaps; it is not in accord with another success of which we have heard—but it is the world, more particularly is it the business world, for which

specially, by our commercial course this year, we have been preparing.

And now, in conclusion, just a word about that other success of which we have frequently heard in the Catholic class-room. Its keynote lies in the words: "Thou hast made us for Thyself, O God! and whatsoever we gain, if we lose Thee, all is lost; and whatsoever we lose, if we gain Thee, all is gained." To save our immortal souls, to gain Heaven and God—this is success; all else is failure.

May we, the graduates of the Catholic class-room, ever solemnly revere this standard of success; ever strongly, with the old energy and perseverance, ascend those virtue-paths which lead thereunto; and, as we stand in the attainment of that end, toward which throughout our school-life we have been striving—so, in another all important day, may we stand triumphant in the attainment of that end unto which, throughout all life, we have been striving.

Farewell to the old class-room! To the glad, joyous, holy associations of childhood! Into that business world now looming before us, will follow your gladness, your innocence, your bright glimmerings from Heaven. We will be true to the lessons therein taught us. We will be better men and women because our childhood has been passed amid holiness of deed, doctrine, and example. Our class motto, "Look to the End," shall continue to guide us, but the end unto which we shall look will be that of the Catholic class-room—Heaven, and—God.

### How to Reach the Heart of a Boy.

1. Study his parentage and home influences.
2. Observe closely his likes and dislikes, aptitudes, temper, companions, reading.
3. Converse often with him in a friendly way.
4. Ask as to his purposes and ambitions.
5. Lend him books.
6. Interest yourself in his sports.
7. Speak to him of the lessons in the lives of good men.
8. Tell him of your own struggles in boyhood or girlhood with adverse circumstances.
9. In brief, be his friend; when he leaves school and neighborhood keep informed as to his whereabouts by correspondence.

### The Origin of "Alma Mater."

It may not be generally known, that the term "Alma Mater," which is universally applied to colleges and universities where men received their scholastic training, is of purely Catholic origin. It had its source at the University of Bonn, and drew its inspiration from the beautifully-chiseled statue of the Mother of Christ—known as the Alma Mater—placed over the principal portal of that celebrated seat of learning. How closely is not the Catholic Church associated with all that is noble and tender in the mind and heart of man!

### Diocesan School Exhibits.

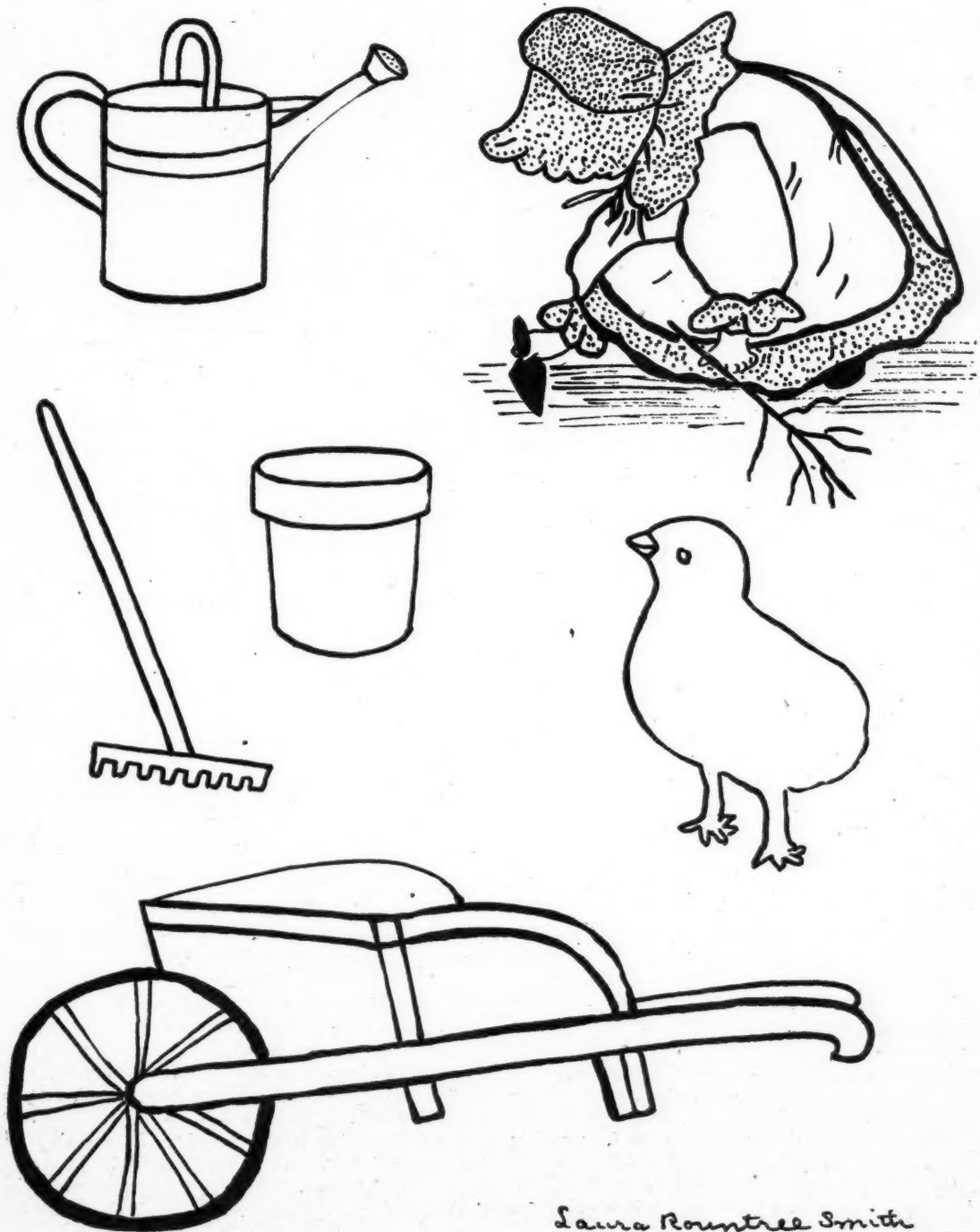
\*\*\* "The project of having a diocesan exhibit at school work has been spoken of from time to time. Many pastors have their exhibits for their own people and find them very useful. It would not be a difficult matter for the teachers to preserve specimens of the work of the children in case it may be deemed advisable to have such an exhibit at the time of the principals' meeting."—Diocesan School Bulletin, Columbus, Ohio.

A gymnastic feature introduced with success at entertainments of boys' schools is shown in the illustrations herewith. There is almost no limit to the variety of effects that can be produced through the building of these specimens of "Human Architecture." The effect is heightened when those taking part wear bright-colored costumes, flags, etc., and where calcium light is thrown on the tableaux.

The base of the ladders should be spiked, or set into a frame to prevent slipping. A leather cap may be used to join the ladder tops in a formation like No. 3.



## Blackboard Drawing Lessons for April



*Laura Rountree Smith*



## Language and Reading

### A Spelling Battle

[A device for all grades.]

For a weekly review no device is more delighted in by the children than a spelling battle.

The interest and enthusiasm it inspires is surprising, and having tried it once, I am sure you will try it again.

There are three ways to conduct this battle.

Explain the plan you intend to follow to your class. Talk about forts, how constructed, what for, how captured, etc.

1. Have the B class pass to the board, and while you are hearing another class recite, let them prepare on the board a fort like the above diagram, using rulers and measuring blocks according to the directions you have given them.

Then they write in the blocks from memory any words they recall from the lessons of the week, endeavoring to use the hardest ones.

After the forts are completed each child draws a flag on the top of his and writes his name on it and passes to his seat.

Each child then selects a fort of some other child which he wants to capture and is given an opportunity to storm it.

The builder of the fort stands, pronounces the words, and the enemy storms it by spelling the words. If he misses any his attack is considered a failure. If not, he is said to have captured the fort and places his own name on the flag in place of that of the builder.

The storming continues until every child has been given an opportunity to capture or attack a fort.

2. Another plan and one which is a great help in the seat work, especially in Beginner First grades, is to give each child in one class a sheet of unruled paper of uniform size. The size I use is 6x9 inches.

Let them measure the inches on edges and rule the paper into fifty-four square inches.

Then beginning at the lower right corner, cut with scissors from the second row of blocks or squares, one square; from the third row, two squares; from the fourth row, three squares; from the fifth and sixth rows, four squares each. Repeat on the left side.

From the top blocks remaining from the sixth row, cut a flag, on which the name of the owner is placed.

The fort is now ready to put in the words. This is done during the next period for seat work.

The forts are now collected; one fort is held up and the owner's name announced. He comes forward, takes his fort, and pronounces the words to some one who volunteers to attack the fort.

If a word is missed, the owner keeps the fort; or after all the other forts have been stormed, a second attack may be made on the uncaptured forts. If no words are missed the fort passes into the hands of the captor, and he proudly carries it home.

3. Still another plan for the spelling battle and into which the more advanced grades enter with great spirit

as well as the primary is on the order of the old-fashioned spelling match, "choosing sides," etc.

The leaders are called generals; the seats are known as hospital wards; when the child misses a word, he is considered wounded and goes to the hospital where he remains studying his word (which is his medicine) and trying to recuperate.

When the last one in each row has spelled, then those in the hospital are given a chance to spell their missed words and return to the ranks.

If there are any who can not spell the words they missed, they remain in the hospital until after the opposing armies have met in battle again (that is, until the next time around).

If he returns to the ranks and misses another word, he is again sent to the hospital and considered fatally wounded, which means he has had his last trial.

A comparison is made of the number of soldiers left standing on each side and the largest army wins. The next leaders are chosen from the veterans who have never been wounded.—School Education.

### Third Year English

CAMILLA E. FUESLEIN IN N. Y. TEACHERS' MONOGRAPH.

During the first two years of the child's school life, the composition work has been entirely oral. It has been based on the conversation lessons about the child's interests, on his observation in the nature lessons, on pictures and stories told or read to him. This work has been given to develop fluency of language, to increase the vocabulary by giving the child words for his new ideas and thoughts, and to give attention to the continuity and orderly arrangement of the child's thought expression.

In this oral composition work, it is of the utmost importance that the desired result be clearly comprehended by the teacher, and that in every lesson she have a definite aim in view. If the lesson is first clearly and logically arranged in the teacher's mind, she will conduct it in such a way that there will be no haphazard questions on her part and consequently the child's thought will be led along by successive steps, to the short logical summary which the teacher has had in mind from the beginning. Sometimes this summary, or parts of it, may form the reading lesson,—at other times it may simply be given orally.

In 3 A the oral work proceeds along the same lines, with one step in advance, that of having the child give orally a logical statement of the summary, which is placed on the board in paragraph form by the teacher. It will be necessary to keep the child to the subject, and to bring out the successive points by questions or suggestions. Most of these first exercises should consist of one paragraph only, and drill should be given upon the order in which the sentences are placed, making the child realize that the second sentence depends on or must follow the first.

The conversation lessons based on Hiawatha's childhood, which is to be read to the class, might be used for such paragraph work.

#### Hiawatha's Wigwam

(1) Hiawatha lived in a wigwam. (2) The wigwam stood on the shore of the Big-Sea-Water. (3) The water

before the wigwam was bright and sunny. (4) Behind the wigwam rose the dark and gloomy forest.

After the above has been obtained from the class and placed on the blackboard, by furthering questioning and suggestions dwell on the following points:—

1st sentence tells where Hiawatha lived.

2nd sentence tells where the wigwam stood.

3rd sentence tells more about the wigwam,—tells what was in front of it.

4th sentence tells more about the wigwam,—tells what was behind it.

Using a fable the oral reproduction will give the teacher the following paragraph:—

### **The Dog and His Image**

A dog was carrying a piece of meat in his mouth. He had to cross a river. As he looked down he thought he saw another dog, with a bigger piece. He dropped what he had and jumped into the water after the other piece. He lost both pieces then, because he was greedy.

Summarize the construction for these points:

I Sentence—Tells about the dog; what he was carrying.

II Sentence—Tells what the dog had to do.

III Sentence—Tells more of what the dog did and what he saw.

IV Sentence—Tells what else the dog did.

V Sentence—Tells what happened.

Later in the term let the summaries consist of two paragraphs, and choose such subjects that the difference in the central theme of each will be most marked. For instance, in the story of the Fox and the Stork, let the children discover that the sentences in the first part of the story are grouped together because they tell what happened in the fox's house, and that the sentences that tell what happened in the stork's house are grouped in another paragraph.

In 3 B the child is thrown somewhat more upon his own resources. The work is still to be entirely oral on the child's part, but he is to understand better just what is meant by "writing the story" or constructing the paragraph. For this purpose while getting the oral reproduction from several children, put their best sentences on the board without regard to paragraph form. Then in the actual construction of the paragraph lead the children to pick out the sentences which belong together, thus showing them that the sentences in the same paragraph are to be about a central theme.

The constructed paragraphs are to "consist of short, simple stories, descriptions of objects, or explanations of simple processes." This has been the order in which the different steps of this work have been taken up in the lower grades, that is, narration, description and then exposition, so the construction of paragraphs should be required from the children in the same order with the simple narrative first, followed by descriptive work and then the explanation of some process.

Our first constructed paragraphs then will be based upon the stories told or read to the pupils. The difficulty here is to select those that will be short and yet interesting enough. For this first work the fable is excellent. It has all the essential points that a model of this kind should have; it is complete and yet not too long; it appeals to the imagination and judgment of the child

in the ethical truth that it teaches, and it has a recognized literary value.

Perhaps it would be well at this point to show in what way the study of a model is helpful in this kind of work. Constant attention should be called to the sequence of thought in the different paragraphs that the child meets in his reading lessons. For example in one 3 B class in which "Stepping Stones to Literature III" was used as a class reader, a study of this kind was made from "Hercules and the Lazy Man." Space does not permit the complete outline of the lesson, but these were the points worked for to impress the sequence of thought in the paragraph.

I Sentence—Tells what the peasant was doing.

II Sentence—Tells what happened to him.

III Sentence—Tells what the peasant did.

IV Sentence—Tells what he did to get help.

V Sentence—Tells what answer he received.

In all this work teacher and pupils are to work together, the paragraph to be written before the class on the blackboard. It is well afterward to have the paragraph copied by the class, as in this way the child gains a clearer conception of his own thought when he sees it expressed in the written form.

The fairy tales, folk stories, and nature stories as well as the fable furnish endless material for this kind of work. Particularly interesting for children of this grade are myths. It is, of course, necessary in all these longer stories that the teacher herself condense them and keep in mind the main points which she wishes the children to give in their reproduction. The stories, may, however, consist of more than one paragraph, and the training of the children to know just when the new paragraph is to begin should be the aim in view.

## **Grammar**

In the schools of Germany there is a variety of games which serve to amuse as well as instruct. For instance, the teacher gives such remarkable descriptions as these and requires the class to name the object: 1. "The world's washbasin,"—The sea. 2. "A free exhibition open only to early risers,"—Sunrise. 3. "A large silken bag with gas in one end and a fool at the other,"—A balloon. 4. "The giant who effects most when he is most closely confined,"—Steam, etc., etc. There is another, which consists of the teacher saying that he has in his mind a word that rhymes with another, as, for instance, main. The pupils then proceed to guess it by giving those that rhyme with it, and the one who guesses correctly thinks of a word which rhymes with another which he mentions, and the other pupils endeavor to find it. The exercise is valuable in giving pupils a more extensive acquaintance with words, and also in that it teaches them to think.—Kerl's Composition.

In calling for sentences it is well with advanced classes to have the rule that there shall be given no sentence which has in it less than six words, unless the nature of the question requires fewer.

How rarely do we hear of a teacher's engaging in conversation with his pupils; and yet what exercise could be more proper or more useful than for the teacher to converse freely with his pupils about the thousand subjects that interest their opening minds. In this exercise, as in

philosophy, action and reaction will be, at the least, equal.—Fowle.

Teachers must guard against the use of corrupt expressions, and rigidly prohibit the use of them in the conversation and composition of their pupils. They must be careful to associate more with persons whose conversation is correct and refined. They must set a watch over themselves, as well as hold one over their pupils.—Fowle.

A sheet, on which are written the reported grammatical errors of pupils, kept posted conspicuously, will do more to banish bad language and bad pronunciation than all the set grammar lessons that can be given.—Fowle.

Be not too severe in correcting the written exercises of the less advanced pupils, lest you thereby discourage them.

The written exercises should be so graded as to grow gradually more difficult and comprehensive. The teacher who feels incapable of devising such a series should consult or use some such model series as Greene's Graded Grammar Blanks, or Richardson's Graded Language Exercises.

The ability to parse and analyze sentences is no guarantee of ability to successfully use language.—Hiram Hadley.

Every school exercise, even the dryest arithmetic, may be a language exercise, if the class are always kept on the alert to notice (and correct when at its close corrections are called for) any and all errors in pronunciation or grammar. If a pupil can give an answer in fewer or better terms than those used by a classmate, let him always be encouraged to do it. The habit of using correct language thus formed, in conversation and recitation, will lay the foundation for the higher work of composition.—B. G. Northrop.

In addition to the number of exercises already given by which the teacher may profitably interest his class, the following are given, taken from the author previously quoted: Have pupils point out resemblances and differences in things. Describe pictures as seen or remembered. Describe natural scenery. Describe one's town—one's county—one's state—one's country.

No one ever changed from a bad speaker to a good one by applying the rules of grammar to what he said.—Whitney.

As a drill for the memory, let the analysis of sentences be written without reference to the book.

After correcting a set of written exercises it is a good idea for the teacher to read aloud to the class some of the papers that have errors, for the class to detect. Also some of the perfect ones, that they may know what is right.

Or, supply simple predicate to given subject. Supply enlarged predicate to given subject. Supply enlarged predicate to given predicate. Construct a sentence containing a phrase. Change an adjective into a phrase.

Or, change an adverb into a phrase. Change a phrase into an adverb. Change a phrase into an adjective. Have stories by teacher to be repeated by pupils, oral and written. Stories by pupils, both oral and written. Commit selections to memory.

(Or, for advanced pupils) resemblances and differences in words—in persons—in authors—in nations. Real journeys described. Letter writing. Business papers. Turn direct quotation to indirect quotation, and vice versa.

Dairies, imaginary. Debates. Editorials. Criticism of book. Sketches. Essays.

Endeavor to have in all that is said the maximum of thought in the minimum of words.—Canadian Teacher.

## Errors

When written work is done by a pupil care should be taken to show him his errors, wherein his work is wrong. A father who had been interested in his daughter's arithmetic examples asked her when she came home from school how many of them were wrong. She said she handed them to her teacher but was not informed which were right nor which were wrong. Another father said his child was informed that her examples were wrong but was not shown wherein they were wrong. Both of these fathers thought that this was an error in the teaching; they thought children should have been shown or led to discover their errors. When written work is required it certainly is best to indicate the errors and without exception return the papers to the writers for their correction. Teachers, what think you of these fathers' criticisms? Do they apply to any of your work?—Commr. Jesse Hubbard, Menominee, Mich.

## The Use of Individual Dictionaries

EVERETT C. WILLARD IN JOURNAL OF EDUCATION.

A clear conception of the varied meanings of words down to their minutest shadings must lie at the foundation of the expression of thought, provided that expression is to be clear and strong and so most effective.

The one thing that denotes a cultivated person is the variety and extent of his vocabulary and the nice choice of words for the expression of his thought. To acquire such a knowledge of words will entail upon the pupil and his teacher unremitting carefulness and much study. It will not be sufficient that the pupil make occasional reference to the dictionary. The dictionary and reference book must be his constant companion, his elbow-friend, his best teacher. The habit of frequent recourse to the dictionary will be found of inestimable value in transforming the average or even the dull boy into the alert and exact scholar. This is an important result that should not be overlooked. I have never yet seen a person, whether pupil or teacher, who was accustomed to the frequent use of the dictionary and reference books, and who was alert in the detection of errors in his own speech or in that of others, who was not at the same time a good or a superior all-around scholar. A better test than this of the value of a dictionary work could not be found.

Half the battle in the education of a boy is won when he has formed the habit of independent investigation and research.

The best time for the creation or the development of a habit is while the pupil is yet young. I would therefore counsel the use of the dictionary at as early a period in his education as his comprehension will allow.

It is a statement that hardly admits of an argument



that an unabridged dictionary, with its wealth of information, can not be utilized to the full without a large amount of practice, which I believe may be had, preferably thru constant practice in the use of abridged books graded to the comprehension of the pupil as he progresses in his education; thus may the great storehouses of information contained in dictionaries and cyclopedias be opened to the student, thus may the habit of research and investigation be formed.

If all this is to be accomplished in the school it is plain that the presence of a single copy of an advanced or unabridged dictionary in the schoolrooms of the higher grades will be entirely inadequate.

Properly graded dictionaries should be furnished to the individual pupils, lessons in reading, spelling, geography, history, etc., should be so assigned as to encourage or require the frequent use of the dictionary and reference book, and a frequent dictionary drill should be a certain feature of the recitation schedule. I believe it is more important in this larger conception of education that the boys and girls in the elementary grades be provided individually with properly abridged dictionaries than that they be furnished with a single prescribed text-book in many of the subjects of the school curriculum.

This is the faith that is in me. I have kept the faith in my own schools by providing properly graded individual dictionaries to pupils in grades three to nine inclusive. The books in use are the Webster's Primary Dictionary in grades three and four, Webster's Common School Dictionary in grades five and six and Webster's High School Dictionary in grades seven, eight and nine.

We are now considering the adoption of a somewhat more advanced book, the Academic, for individual use in grade nine and in the high school in place of the High School Dictionary, and of limiting the use of the latter to grades seven and eight.

It is believed that by this means we can more easily and completely bridge the gap between the elementary books and the most advanced and also gain the great advantage of having a dictionary possessing more of the characteristics of an unabridged in the hands of individual pupils of the higher classes.

It is also our plan to provide unabridged dictionaries of modern date and fullness, such as the International, in all rooms from grade six to the senior class in the high school inclusive.

The individual dictionary scheme is being rapidly developed, and it has been demonstrated beyond a peradventure that its introduction was more than justifiable.

Reports from teachers indicate a kindling and rekindling of interest in language and its coordinate subjects, an interest which means spelling lessons better learned and far better comprehended, reading lessons that are studied with the aid of the dictionary and so mastered as never before, a quickened accuracy in the use of words in the everyday speech, and, more than all, perhaps, the cultivation of habits of inquiry and research. We are working on the principle that a child should rarely be told a thing that he can ascertain for himself with a reasonable amount of exertion.

I yield to no man in my enthusiasm for the newer or more progressive steps in education; domestic science, manual training, and, if you please, horticulture and elementary agriculture, have my unqualified approval; but I submit that in the forward rush of these piping times in education we are in danger of losing sight of some very sound and some very important first principles.

I plead, therefore, for an ever-broadening and ever-deepening study leading to a partial or a complete mastery of our mother tongue as a prime requisite of the consummate product of an American public school.

As a means to this desirable end there can be little doubt that the fullest use of the dictionary will prove one of the largest contributing factors.

## Sight and Supplementary Reading

The aim in all instruction is to make the child independent, to emancipate him from the leading strings of the teacher. By means of critical and expressive reading the teacher can inculcate correct habits in thought getting and thought giving. During the entire course the power acquired in critical reading should be applied in sight reading. Some of the best work in instruction can be done by begetting a proper spirit among pupils in attacking new selections to get the essential thought in one reading without the assistance of the teacher. This habit of reading a thing right off is one that has received but little attention, and yet it constitutes the goal towards which all reading not purely rhetorical must be directed. About half the time from the third grade up should be devoted to sight reading.

The selections in every reader can be divided into two kinds, one suitable for critical reading and the other for sight reading. Supplementary reading, being essentially of the nature of sight reading, is here classed with sight reading.

The amount of time devoted to the study recitation in sight reading should be reduced to a minimum. Usually the study recitation should be limited to a drill of a few minutes on the pronunciation of difficult words occurring in the selection. If it is found that pupils experience much difficulty in sight reading there is but one course to pursue. Simpler material must be secured. As a rule pupils are required to read difficult selections too early and the inevitable result is poor reading.—C. E. Patzer.



## Drawing and Construction Work

### Drawing Exercises for April

1. Have the children tell you by a drawing what is now being done on the farm or the garden to get ready for the summer crops. For all illustrative drawing where color is not an essential part of the picture use only one color or black. A dark brown wax crayon on Manila paper is a very pleasing combination.

2. Draw from a bushel basket turned on its side. Use charcoal. Notice the shape of the top. Does the ellipse seem longer from the top to the floor or from one side to the other? Sketch in only the essential features of the basket, omit all unimportant details.

3. Draw from a life pose—a boy hoeing.

4. Let each child draw a picture of his own home from memory. If the weather is suitable it will be well for the older pupils to make their sketches from observation.

5. Nature drawing from budding twigs. Use charcoal.

6. Draw from some pupil's dinner basket. Select one that is somewhat the shape of a square prism, place it so that the pupils see a fore-shortened view of the top, one end and the side.

7. Draw from a group consisting of a square prism resting on one of the square ends—and a sphere.

8. Have two pupils pose for the class to illustrate, "Out in the rain." Have them stand under an umbrella with their backs to the class and the umbrella tipped over their shoulders. Notice particularly the shape of the umbrella. Does it appear any differently when held more nearly straight?

9. Have the children draw a tree that can be seen from the schoolroom windows, put this in an enclosing form and draw a sky line.—Drawing and Manual Training Journal.

### Correlation of Work in Primary Grades

[A paper read by Adelia Denton, St. Joseph, Mo., before Annual Western Drawing Teachers' Association.]

All lovers of children agree, I think, that early childhood is the period when the mind is most logical. The kindergarten teacher recognized this and presented her work logically long before the grade teacher did.

The child comes to us from the natural atmosphere of the home, where he persists in asking for the things he wants; and many times they are the things he needs, such as that some one read him stories or that he be permitted to play in "God's out-of-doors." When he comes into what is of necessity the somewhat artificial atmosphere of the schoolroom he recognizes the new conditions and that now he is one of many, and he ceases to make his wants known, but accepts with as much response as possible his share of bread or stones. He has been an important member of his family and has now an unconscious desire to identify himself in this throng. The drawing gives

him the opportunity to play, hoe his garden or gather flowers from it, and then make a picture of himself doing so. All of the work is put on the wall for criticism and selection, and he feels that he is a recognized worker in this new community.

This desire for recognition is not egoism in the child, but an inborn wish to make his impression upon the world—to make himself felt. Then he paints pictures of "What mother did for me this morning," "What I think mother is doing now," "Playing with the baby," etc., and he feels that home and school are not isolated institutions, but that they are in harmony—that school is interested in home. The teacher catches the note, and thru his interests she teaches him to read by giving him stories about himself and about mother and baby. He sings baby songs and feels at home in the schoolroom, and his consciousness of the pleasures and benefits of the home life is deepened.

In schools having no kindergartens the drawing has frequently to introduce the playing of games into the schoolroom and so relieve it of some of its formality.

Later the child has historical stories beginning with the early race of our own country—the Indian. Here he receives history impressions which are more valuable to him than all the dates he can ever memorize.

He models Hiawatha in his "linden cradle," he paints the wigwam "by the shining Big-Sea-Water," models the peace pipe, the tomahawk, the bow and arrow, and sings songs of the Indian baby.

How satisfactory to him is Hiawatha's picture writing.

"For the earth he drew a straight line,

For the sky, a bow above it."

The reading, language, literature, music, drawing and nature study grow from the history during this period and the work becomes a continuous thought.

It is doubtful if there will ever be a period in the child's existence when he will more clearly see the beauty of harmony in social life than in the story of the Great Spirit saying to the tribes:

"O my children! my poor children!

Listen to the words of wisdom,

Listen to the words of warning,

\* \* \* \* \*

I have given you streams to fish in,

I have given you bear and bison,

I have given you roe and reindeer,

I have given you brant and beaver,

Filled the marshes full of wild-fowl,

Filled the rivers full of fishes;

Why then are you not contented?

Why then will you hunt each other?"

He is impressed with the absurdity of hunting each other when there is the great world of nature to revel in, and we live impressions, not precepts. He admires Hiawatha's knowledge of bird and beast when "He talked with them where'er he met them," and the strength and valor of his young manhood, and then he learns Hiawatha's great desire was to bring help to his tribe. This thought working unconsciously in the child mind and developing in the mind of the man solves the social problem.

This poem brings to the child some of the best

American literature, and "ample childhood makes rich youth, and rich youth glorious manhood, and these taken together form the perfect life."

It is the special privilege of the supervisor of drawing to keep the teacher constantly reminded of the spiritual or life side of the child, and if the teacher can be brought to see that side of the work she will feel the need of continuity of thought, and the morning story will lead to the reading and each subject will be an outgrowth of the preceding one until the work of the day will be in the child's mind, a logical story well told. Correlation must come thru the development of the teacher, not thru a dovetailing of subjects.

The story of Indian life leads directly to the history of the Puritans at Thanksgiving time. We have modeled Hiawatha's cradle which was rocked by the breezes, and now we make the cradle of Peregrine White, which was rocked by the hand that rules the world. He makes pictures of the substantial log houses of the Puritans who were seeking the privilege of living their own ideals.

The child makes stories about Peregrine White with words, letters or writing, he sings "Land of the Pilgrims' pride," and in second grade he reads stories of the Puritans.

Drawing is the vitalizing subject of the course of study—it gives vitality or life to every other subject. The child's interest is intensified a hundred fold, his imagination is given healthy play, his mental pictures are made clear and definite by modeling, drawing, cutting and painting characteristic scenes and surroundings of these historic events. It means so much to the child to have his thought visible.

I had an illustration of this in a first grade, when shortly after Christmas we were cutting pictures of "what Santa brought us," and on my way home I heard one small boy ask another what he got for Christmas. He replied most scornfully, "Didn't you see what I cut?"

As Christmas approaches all thought centers about mothers and babies—they write and read stories of the baby at home, they draw pictures of "Baby learning to walk," "Baby in his high chair," "Baby taking a nap," and their songs are lullabies.

Then we study reproductions of great pictures of the Child who came that men having light might see. One teacher who brought out the thought in this picture study that the painters had never seen the Christ Child, as they lived long after, but that each painted his thought, was rewarded by having a little girl linger after school and say: "I'm so glad that you told us about those pictures, for at the picture exhibition I heard a woman say, 'That is a picture of the Christ Child,' and then she looked at another and said, 'That is the Christ Child,' and they didn't look alike, and I wondered what she meant, but now I understand."

January emphasizes the thought of climate or season, and that thought permeates all the work. While we study snow crystals in nature, Lowell's "First Snowfall" is memorized in literature, and we read of the Eskimo, model his house, paint characteristic scenes in his life and sing of Jack Frost. This is the time for drawing the warm-coated animals—dog, cat, rabbit, etc. This year we tried letting the third grade make a book in connection with this work. The child

wrote a story telling of some experience of his cat. He made the book cover, decorating it and sewing the binding, and we had a "Roycroft book," hand bound and made with loving care.

February brings its own thought, and the work centers about the leaders in the political and literary life of our nation. The fourth grade crystallized the national thought by making a book, decorating the cover with a flag and writing the story of the "Making of Our Flag."

The present method of teaching numbers in many schools makes that the subject that refuses to assimilate with other subjects and respond to the thought about which they cluster.

But when arithmetic is taught, as C. H. Henderson suggests, so that the "exercises in handwork involve a sufficient amount of number work to bring familiarity with processes of arithmetic," then will all school subjects be of one family and every one deepening the thought and bringing light to every other one.

## Busy Work

A primary teacher should have almost unlimited resources in the line of busy work that really broadens and develops the small child. The simple weaving of rugs and hammocks is a pleasant and profitable recreation, as it is not very confining to eyes or fingers. A loom on which every child may learn to weave may be made from a board two inches wide and two or more feet long. Two other boards twelve or fourteen inches long and two or three inches wide nailed onto the ends of the long board complete the frame of the loom. Brads may be driven into the end boards as far apart as the warp is desired. Wind the warp around the loom, holding it in place by passing between the brads. This allows a rug to be woven on each side of the loom before taking off. Two colors of warp alternating aids the child in weaving under and over. Strips of rags, cloth or yarn may be used for the weaving, cloth and yarn being preferable because of the many mistakes making it necessary to pull out so often the rags ravel and make the work look rough. To prevent drawing in at the center strong wires may be placed on the sides of the loom and secured thru screw-eyes in the end boards. Needles of wood or steel may be used, but the children like to weave with their fingers. Stripes of bright colors may be woven near the ends to give more of the rug appearance. Some tacking with needle and thread will be necessary, and it is easier to do it before removing from the loom. The width of the end boards forms the fringe, which must be cut in the center and tied and more warp tied in to make a heavier fringe. For individual looms heavy pasteboard may be used. Ask your merchant for a few boards on which dress goods have been wound. Saw them various lengths and notch the ends to hold the warp. For hammocks tie two rings at the center of the back of the boards and start the warp in one ring, passing over the front of board, and secure to the other ring, then back to the first and continue until the board is covered. Then weave as for rug, leaving ends at the sides of hammock for fringe. When weaving the hammock of yarn it is more durable to tie the fringe to the outside warp each time. That holds it in place. I have had them try making knots to weave in squares, but they tie them so unevenly it is discouraging unless the looms are perforated in squares and pegs used to hold them in place.

When cutting the double loom rugs off cut several times and leave some uncut at each end until the cut ones are all tied. Cut the remainder and tie. The loom for general weaving is convenient on account of the open space under the warp. The children are delighted with both rug and hammock and work faithfully to get one ready to hang up so they can bring dollies to put in them.—C. E. M.



## Geography and History

### Subject Matter in Geography

H. A. STECKER.

Probably in no other subject in the common school curriculum is there such a wide difference of opinion on the part of the teachers as to what ought to be taught and what ought to be omitted as there is in the subject of geography. In most of our common studies radical changes have been made in the last generation in the method of presenting and teaching the subject matter. But in geography it is the subject matter itself, and not so much the method of presentation, that has undergone a great change.

Our fathers and grandfathers and even some of us teachers of the present day learned the names of a great many colored patches, irregular black lines and little round or star-shaped dots. These patches, lines and dots the children of those days knew represented countries, states, rivers and cities, but they very seldom thought about this fact. To them the all-important thing was to be able to name a great many of these named patches, lines and dots, and especially the "starred" dots, and to tell where each was located. The products of different sections were studied in the same way. If the pupil could name the products of a certain country that was all that was required of him. Much attention was given to political geography, while the physical was sadly neglected. Much stress was laid on memory work and no reasoning was required. From this kind of work the child derived but little real practical good because he was not taught to see the relation between what he studied in the text-book and the real things that he comes in contact with in this world. Such teaching, however, is a thing of the past, for which we should be very grateful. But since that day our attention has been called to many new ideas on the subject of geography.

Some teachers declare that only those geographical facts are worth while learning which the child can get thru the process of reasoning. They go to the other extreme, teaching the physical to the exclusion of the political. Still others, and among them are a great many teachers of the present day, advocate studying geography from books of travel, such as Carpenter's, Stoddard's, King's and others. They believe in taking up the descriptive and realistic side of the work and pay little attention to the technical side.

Here, then, are three different things that are given to pupils in geography: first, meaningless facts; second, reasons, and third, mental pictures. To teach geography as it ought to be taught these three should be combined. The second might profitably be taught alone, but the first and third can not. To know that a certain dot on the map is a certain city without knowing anything about that city is practically of no value to the child. On the other hand, to know all about the life and the scenery of a certain place and yet not have a definite idea as to the location of that

place is almost as valueless. Location and description are absolutely essential to each other. And if we add to this reasoning, then the child will not be solely dependent upon his memory, and what he learns can be classified and therefore much more easily retained.

Three important maxims that should always be kept in mind by the teacher are the following: 1. Interest the pupil. 2. Give the child mental discipline to develop his reasoning faculty. 3. "Pound in facts." And in no subject can these three be as easily and as profitably combined as in the subject of geography.

### The Study of Geography

Geography is a study of the earth, both as to its physical form and as the home of man. As the latter, man's partition of the earth into political divisions and his relations thereto should be carefully taught. This may include the names of countries and important cities, together with the race, language, occupation, religion, government and other social organizations of the people. The study of its physical phase may include the prominent land features, as mountain and river systems, plains and highlands, the continents and islands with position, size, contour, inland waters, animals and vegetation. Facts concerning the earth as a whole, its form, size, motions of the earth, latitude, longitude, climate, seasons, etc., should be taught. Unimportant facts and irrelevant detail should be omitted. Particular emphasis should be given to our own country and the nations most intimately allied with it. Much should only be read, not committed to memory.

Pictures, drawings, maps and globes are helpful auxiliaries in teaching geography. Geographical pictures instill the geographical idea. In the lower grades they are especially useful. Maps and globes help to build images of the real. Impress the fact that maps are only prints of the larger area of land and water. Emphasize map drawing and study of scale.

Local geography should be the basis of the work. Pupils should study about their home town and its environment—topography, surface features, drainage, hills, valleys, river, city, people, occupation, streets, direction of streets, numbers of houses, etc.

Teachers should dwell on geography of current events. Pupils should bring in occasionally lists of places found in an issue of a daily paper and use them for review, especially in higher grades. Teachers should invest the places with interest by bringing out important geographical facts.

Geography should be correlated with history. Teachers should impress in connection with cities and countries events that have changed the current of history and geography. They should compare one country or one state with another and dwell on points of difference.

Geography may be made very interesting if teachers realize that the book is only a compendium of texts and put life and personality into them and not kill the lesson with undeviating devotion to the text. One who has traveled has a decided advantage. No other study so appeals to the imagination. Teachers should read and enlarge their scope.

## Arbor Day.

### Arbor Day Program

#### Suggestions

In the observance of Arbor Day, each school must of necessity have its own special end in view. It may be simply to rejoice and be glad at the return of flowers and birds and balmy life-giving air.

The keynote of the day's thought and work may be the importance and necessity of tree planting, the merits and uses of various trees, the best time for planting trees, the right way to plant and care for trees. In another school the question of beautifying home and school grounds,—while in still another district the birds, their habits and uses to man, may best be considered. Or, again, in some districts where, as it often happens on the farm, the necessary work of the spring and summer presses hard upon the farmer, and he neglects providing for the garden luxuries which mean so much, especially to children in the home, the teacher may find the majority of farms barren of fruits, such as the plum, cherry, apple, strawberry, raspberry and blackberry; it may not be amiss to interest the children in a study of ways and means of improving the garden and orchard. Such a study begun now will need to be continued on thru the term, and may lead out into many interesting byways of study and conversation.

Or, the teacher may wish to take advantage of this period of rejuvenation and growth in nature to open with the children a clean page in a clean and orderly school-room, with resolutions to grow in strength and beauty with the advancing season,—to take a lesson in tidy housekeeping from the busy, practical robins, and to keep abreast of them as they build their nests.

In any case be sure to have a purpose. Seek it in the needs of the children, and the neighborhood where you are,—then plan intelligently for its consummation. Let your program have unity. So arrange it that the parts shall re-enforce each other, that is to say, let one lead up naturally to the other, so far as possible, and let all lead to a climax of interest at the end.

In preparation of your program let the tasks be assigned early, and be carefully and well done. Teach pupils the necessity for much practice at home and in school, and see to it that your instructions are followed.—C. P. Cary.

#### History of Arbor Day

(From the Michigan Manual.)

We are told that the custom of tree planting is an old one among the Germans, who in the rural districts practice a commendable habit of having each member of the family plant a tree at Whitsuntide, which comes forty days after Easter.

The old Mexican Indians also plant trees on certain days of the year when the moon is full, naming them after their children; and the ancient Aztecs are said to have planted a tree every time a child was born, giving it the name of the child.

But to the Hon. J. Sterling Morton of Nebraska, Sec-

retary of Agriculture in the Cleveland cabinet, belongs the honor of instituting our American Arbor Day. It was at an annual meeting of the Nebraska State Board of Agriculture, held in the city of Lincoln, January 4, 1872, that Mr. Morton introduced the following resolution:

*Resolved*, That Wednesday, the 10th day of April, 1872, be and the same is hereby especially set apart and consecrated for tree planting in the state of Nebraska, and the State Board of Agriculture hereby name it Arbor Day and, to urge upon the people of the state the vital importance of tree planting, hereby offer a special premium of one hundred dollars to the agricultural society of that county in Nebraska which shall upon that day plant properly the largest number of trees; and a farm library of twenty-five dollars worth of books to that person, who on that day, shall plant properly, in Nebraska, the greatest number of trees.

The resolution was unanimously adopted. A second resolution was likewise adopted, asking the newspapers of the state to keep the matter constantly before the people until the appointed day; and the result was the planting of over a million trees in Nebraska on April 10, 1872.

From this beginning on that western prairie the movement has spread in an ever widening circle whose circumference today sweeps from the Atlantic to the Pacific.

#### What Do We Plant When We Plant the Tree?

What do we plant when we plant the tree?

We plant the ship which will cross the sea;

We plant the mast to carry the sails;

We plant the plank to withstand the gales,

The keel, the keelson, the beam, the knee;

We plant the ship when we plant the tree.

What do we plant when we plant the tree?

We plant the houses for you and me;

We plant the rafters, the shingles, the floors;

We plant the studding, lath, the doors,

The beams, the siding, all parts that be;

We plant the house when we plant the tree.

What do we plant when we plant the tree?

A thousand things that we daily see;

We plant the spire that out-towers the crag;

We plant the staff for our country's flag;

We plant the shade from the hot sun free—

We plant all these when we plant the tree.

—Henry Abbey.

#### Long Life of Trees

Of the infinite variety of fruits which spring from the bosom of the earth, the trees of the wood are greatest in dignity. Of all the works of the creation which know the changes of life and death, the trees of the forest have the longest existence. Of all the objects which crown the gray earth, the woods preserve unchanged, thruout the greatest reach of time, their native character. The works of man are ever varying their aspect; his towns and his fields alike reflect the unstable opinions, the fickle wills and fancies of each passing generation; but the forests on his borders remain today the same as they were ages of years since. Old as the everlasting hills, during thousands of seasons they have put forth and laid down their verdure in calm obedience to the decree which first bade them cover the ruins of the deluge.

—Susan Fennimore Cooper, "Rural Hours."

### Song of the Tree

Warm in the deep of the prison of sleep,  
 I lay in the tomb of the Earth,  
 Till the spirit of God in the tingling sod  
 Aroused my spirit to birth.  
 Then fed by the dew and the sun I grew  
 From sapling-hood to a tree,  
 As tall and elate, as strong and as straight,  
 As ever a Tree should be.  
 Now, robed in a sheen of shimmering green,  
 Bathed in the sunrise red,  
 My branches glisten, my little leaves listen  
 For secrets that never were said;  
 Tho the sunshine glint, and the west wind hint,  
 And the raindrops murmur, I ween  
 Man never shall learn, nor a Tree discern,  
 The ultimate thing they mean.  
 Or stripped to the chill of the north wind's will,  
 I stand in my strong bare bones;  
 I dance with the blast, as maddening past,  
 The tempest in anguish moans.  
 With strife and song my spirit grows strong—  
 In the law of my being I grow,  
 Till the lightning smite, or the wind in its might,  
 The growth of the years o'erthrow.  
 And when long I have lain in the sun and the rain,  
 And the creeping things grow bolder,  
 And Earth, my mother, makes Dust my brother,  
 As into the ground I moulder,  
 Then out of my death shall arise the breath  
 Of flowers of rainbow hues,—  
 So, welcome my life, with its growth and its strife,  
 Then—Death be the Life I choose.

—Edna Kingsley Wallace.

### A Spring Meeting

(Robin to Wren.)

Hullo, Bob Wren!  
 Are you back again?  
 Glad to see you so well and so merry;  
 Fear we're here  
 Rather early this year!  
 Dear, but I wish I'd a bite of a cherry!  
 Just ripe in the south,  
 Melt in your mouth.  
 Weren't you sorry to leave the sunny  
 Land of bloom, and of bees and honey?  
 By and by here 'twill be bright and jolly  
 With bud and blossoms, but somehow now  
 The atmosphere seems melancholy  
 For there's not a leaf on a single bough;  
 And the wind, oh, how it makes you shiver  
 And long for the balmy air that blows  
 The reeds that quiver  
 About some river  
 That warm in Floridian sunlight flows!  
 Have you any new songs to sing this season?  
 And do you know where you are going to stop?  
 We've taken rooms in the very top  
 Of "The Maple"—prices quite within reason,  
 You've a flat near by that you've leased till fall?  
 How nice! Then surely you'll come and call.

—Clinton Scollard.

### How It Came

A tiny shoot peeped out of the ground  
 And opened wide as it gazed around;  
 Stretching its dainty leaflets bright  
 Up—up—up to the sweet sunlight;  
 Reaching sideways, that way—this—  
 To catch the earliest zephyr's kiss;  
 Climbing higher in balmy air  
 To meet the raindrops glistening there;  
 Spreading its wavy branches wide  
 Till song-birds came their nest to hide;  
 And children gathered in joyous glee  
 In the shades of the old oak tree.  
 All because of a hapd, they say,  
 That planted a seed one summer's day.  
 —Sydney Dayre.

### What Will You Be?

Dear little tree that we plant today  
 What will you be when we're old and gray?  
 "The savings bank of the squirrel and mouse,  
 For robin and wren an apartment house,  
 The dressing-room of the butterfly's ball,  
 The locust's and katydid's concert hall.  
 The school-boy's ladder in pleasant June,  
 The school-girl's tent in the July noon.  
 And my leaves shall whisper them merrily  
 A tale of the children who planted me."

—Selected.

### Responsive Recitation.

#### The School House Yard

(For eight children. All repeat the last verse.)

1

The schoolhouse yard was so big and bare  
 No pleasant shadow nor leafy trees;  
 There was room enough, and some to spare,  
 To plant as many as ever you please.

2

So first we set a little pine  
 For the wind to play its tunes upon,  
 And a paper birch, so white and fine,  
 For us children to write our secrets on.

3

Then two little elms to build an arch  
 Right over the gate, when they grow up tall.  
 And a maple for tiny blooms in March,  
 And scarlet leaves in the early fall.

4

A cedar tree for its pleasant smell,  
 A mountain ash for its berries bright,  
 A beech for its shade and nuts as well,  
 And a locust tree for its blossoms white.

5

Then last we planted an acorn small,  
 To grow in time to a sturdy oak;  
 And somehow it seemed to us children all  
 That this was the funniest little joke.

6

For sweet Miss Mary smiling said,  
 "The other trees are your very own,  
 But this little oak we will plant instead  
 For your grandchildren, and them alone."



7

Oh, how we laughed, just to think that when  
Our acorn grows to an oak tree fair,  
That we shall be grandpas and grandmas then,  
With wrinkled faces and silver hair.

8

I wonder now if the little folk  
That come in the days that are to be,  
To frolic under the future oak,  
Will be as merry and glad as we.

All

And if they will plant their elm and beech  
As we do, just in the selfsame way,  
And sing their chorus and speak their speech,  
And have such fun upon Arbor Day!

—Elizabeth Howland Thomas, in *Youth's Companion*.

### The Planting Song

(Tune, America)

Joy for the sturdy trees  
Fanned by each fragrant breeze,  
Lovely they stand!  
The song birds o'er them thrill,  
They shade each tinkling rill,  
They crown each swelling hill,  
Lowly or grand.

Plant them by stream or way,  
Plant where the children play  
And toilers rest;  
In every verdant vale,  
On every sunny swale—  
Whether to grow or fail,  
God knoweth best.

Select the strong, the fair,  
Plant them with earnest care,  
No toil is vain.  
Plant in a fitter place,  
Where, like a lovely face,  
Set in some sweeter grace,  
Change may prove gain.

God will his blessings send,  
All things on Him depend.  
His loving care  
Clings to each leaf and flower,  
Like ivy to its tower.  
His presence and His power  
Are everywhere.

—S. F. Smith.

## An Exercise in Geography

A grammar grade teacher, in order to impress upon her pupils the meaning of mountains, valleys, slopes, divides and currents, used the following common-sense device: She sketched neatly on the board a series of mountain ranges with valleys between the ranges, extending far out from a great continental divide. After the children had studied the meaning of the terms from the text, and had observed pictures illustrating them clearly, they were asked in turn to step to the board and point out mountain ranges, valleys, slopes and divides. Each term was again defined from the sketch. A member of the class was then asked to step to the board and indicate by markings the course rivers would take in case of heavy rainfall upon such a country. Keen interest was shown thruout, and the pupils were led easily from the sketch to the intelligent study of the topography of the country.—Nebraska Teacher.

## School Management

### How to Improve the School Grounds

In improving the school grounds begin with the fundamentals, not with details. Have in mind a general plan and details may be worked out afterward. Look at the grounds as if looking at a picture. Where in the picture is the schoolhouse? Are there unsightly places and outhouses? Where are the existing trees? The lawn is the canvas, the schoolhouse is the central idea, and all planting should be subordinate to it. The picture should be open in the center and the sides framed and massed. Trees and shrubbery should be massed, not scattered over the place. Unsightly places, outhouses and bare corners should be hidden. Leave openings in your picture wherever there are views of fine old trees, attractive farms, a brook or a beautiful hill or field.

Study the picture carefully, see what it lacks, have in mind what you wish to do, make your plan and go to work.

Let the heaviest planting be on the sides. It must be irregular and natural, and represented by a wavy line. Cover up the outhouses. Plant a few shrubs in the corners by the steps and about the bare corners of the building. A few trees may be planted in groups near the building to shade it, but not too many. Remember your general plan.

#### The Border Planting

The border should be narrow and planted thick, and trees and bushes should be scattered promiscuously. The edges of the border should be irregular. Shrubs add finishing touches and cause a blending between trees and lawn. Shrubs should be planted about two feet apart. Cut them back one-half when they are planted. They will look stiff and thin for a year or two, but after that they will crowd the spaces full.

#### Flowers

When the trees and shrubs are planted, against them for decoration plant flowers. Flowers add emphasis, supply color, give variety and finish. They are the ornaments, the lawn and mass-planting make the framework. Flowers planted against a mass of foliage, a rock, a fence or a building appear to best advantage and are an integral part of the picture. Plant flowers in the angles about the building and just in front of the border where they will show off well, be out of the way and have some relation to the rest of the planting. Be careful not to make the grounds look fussy or overdone.

#### What to Plant

Select those trees and shrubs which are commonest, because they are cheapest, hardiest and most likely to grow. Maples, basswood, elms, ashes, oaks, birches, hickories are all good. The elm is our most beautiful tree. For shrubs use the common things found in the woods. Willows, wild roses, thorn apples, haws, el-

ders, sumac, snowballs, spireas, lilacs, roses, honeysuckles are good.

Vines are good to cover outhouses. Wild Virginia creeper, honeysuckle, clematis and bitter-sweet are attractive.

For flowers only those hardy ones should be planted which are easy to grow and which do not need much care. Those which bloom in the spring and fall are best, for school is closed during the summer. Nothing is better than wild asters and goldenrod, for they will grow almost anywhere and they improve when grown in rich ground and given plenty of room.

Day lilies, pinks, bluebells, hollyhocks, perennial phlox live from year to year and are good growers. China asters, petunias, California poppies, phlox, sweet peas and nasturtiums are good annuals.

Beautiful grounds mean care and work as well as pleasure and profit. The teacher must be alive to the necessity of improvement. The community must be alive to the necessity of improvement, and if they are indifferent the teacher must do what he can to interest them and to secure their cooperation. The boys and girls must be interested and encouraged to help in the work.

The necessity of some effort and restraint on their part in obtaining and possessing the things of comfort and beauty, a realization of duties in care of public property, the spirit of helpfulness, a sense of order and fitness and a love of the beautiful are some of the direct results of attractive surroundings upon the children.—Wisconsin Arbor Day Manual.

## Picture Decorations

Place a dark strip of heavy paper or cardboard above the blackboard. Secure a few reproductions of good paintings, some portraits, geographical or historical pictures, not too many at a time, and place them on the strip of dark paper. Use the Perry or Brown one-cent, two cent or five-cent pictures. Try to secure two or three larger pictures to be framed and hung upon the walls. Do not use cheap colored pictures of any kind. Do not fasten pictures to the wall by means of nails, tacks or glue. Such decoration is not decoration at all. Make a study of each picture, until pupils are familiar with every one in the room. It is a good plan to secure a collection of one-cent Perry pictures, mount them on heavy cardboard and use them for picture study and language work.—L. R. Traver, Salem, Ore.

## A Grammar Grade Experiment

The following plan for improving the attendance was tried with marked success last year in the 7A and 7B grades: Two large calendars were secured and hung in conspicuous places in the room, and each day the grade having no absence received a bright-colored star, which was pasted over the date for that day. On the last Friday of the month the side receiving the most stars was dismissed ten minutes earlier than usual, while the pupils of the other class that had not been absent were permitted to read for ten minutes.

These calendars are a source of great pleasure to the children and can be made to present a very attractive appearance if care be taken to have the stars of different colors each week.—A. M. H.

## Games

As games have a very popular place in schoolroom programs at present and children are always interested in them, a teacher who is sorely tried with a few soiled hands, uncombed heads or unlaced shoes may find it very helpful to tell the children the story of the inspecting officers of the army visiting the soldiers and examining minutely the condition of each soldier's gun and clothes. When the interest is well aroused in the children ask them: "How many would like to play soldier and appoint inspecting officers to see if any of us forgot to see if we were neat and clean when we came into the schoolroom?" The usual show of hands expresses the desire to try the new game. Have the school stand. Appoint an officer for each row to pass down the line of pupils with uplifted hands and report the number who need to wash, comb or tie their shoes. It requires very little time for the officers to step in line at the front and ask one of the soldiers to inspect the officers' line. Repeat each day until each member has served as inspector. The interest is intense and by the time all have served few if any are condemned. When it is a well-managed game, the teacher joining in the fun if she likes, feelings are not hurt and a great improvement is made in the general appearance of the pupils. The most untidy child will not fail to see the difference in the clean soldier and the careless one beside him. I pass a few days without the game and some one calls for it.—M. E. C.

## Keep the Pupils Busy

Another vitally important condition of good discipline in a school is seeing that the children have plenty of work to do all the time. Unfortunately a teacher has to divide her attention between two things: the recitation and the pupils who should be working at their seats. Many excellent teachers pay too much attention to the class before them and too little to the pupils in their seats. Really the seat work is of more importance than the recitation, and a teacher could scarcely pay too much attention to those not in class. Teachers should stop their class work if necessary any time and every time that any pupil in the room becomes idle or a disturbing factor. There is a capital plan by which a teacher can save herself much trouble so far as looking after the work of the pupils in the room is concerned. It is this: figure out a daily program which maps out plainly what each grade not reciting should study every period of the day. The teacher ought to have the study periods of each grade in mind when she makes out her daily program of recitations and she ought to know better than her pupils just what work each grade should be doing during each period. This program of work should be written out and posted on the wall; then when a pupil is idle, at once send him to the program to learn what he should be working at. After a

few trips to the program all you will need to do will be to motion to an idle pupil, who will go to the program and then to work, while you can concentrate most of your attention on the recitation. Do not expect good discipline until you keep every pupil, in class or at his seat, busy working at his particular task for that time. As was said before, school is business, and it is strenuous.—W. A. Wheatley.

## Present Day Methods

VERNON L. DAVEY.

Manual training continues to hold the interest of the pupils in our schools from the lowest to the highest grades. It is a fundamental principle that the average child loves to construct, and there are few children who can not be interested in some subject calling into play the creative faculty. In some cases the interest will be in work with the pencil; in others the chisel and plane will be preferred; while to some the needle or the cooking range will appeal most forcibly. But in all these cases the underlying principle is the same—to create something for use or beauty out of the raw material furnished. So long as child nature is unchanged, so long it will be possible for the intelligent teacher to maintain the interest of children in some sort of handwork.

As evidences of the liking for this form of education it may be said that very few pupils would care to drop the subject if it were made optional; that little advantage is taken of the greatly increased opportunities for disorder afforded by some of the classes—particularly those in woodworking in the grammar schools, where twenty-five boys work noisily at benches—and that this is a very popular subject in the "backward class," in which the boys are allowed to take joinery and the girls sewing in lower grades than is permitted in regular classes.

The three R's—readin', 'ritin' and 'rithmetic—have been the center of a strenuous pedagogical warfare during the last dozen years and have undergone great changes in methods of teaching, but they have not lost their position as the indispensable foundations of the most elementary as well as the most advanced education.

In former years a great deal of time was devoted to penmanship as a distinct study, and the Spencerian system with its excessive slant was universally taught. Today the amount of time given to penmanship on the daily program is much smaller and the letters are as a rule made vertical or nearly so. Earnest and positive statements as to the desirability of this change have been made by business men, some of whom consider it harmful. The preponderance of opinion, however, seems to be decidedly in its favor. It is generally felt that the writing of the pupils leaving our schools today is as rapid and much more legible than in former years. If this result is obtainable, even with the large reduction in time spent, it seems wise to continue the system.

Reading is taught to beginners by a combination of the word, sentence and phonic methods. It has become a fundamental principle of all methods that it is as easy for a child to learn the word "cat" as the let-

ter c; and he now learns fifty complete words singly and in combination with others in sentences in less time than was formerly required to teach him the alphabet. The study of the sounds of the letters and of such combinations as ing, ite, ly, etc., is taken up in the first year of school and helps the young pupil to read entirely new words without any assistance from the teacher. This portion of the teaching of reading is found most interesting by the numerous mothers who are welcome visitors to our primary grades.

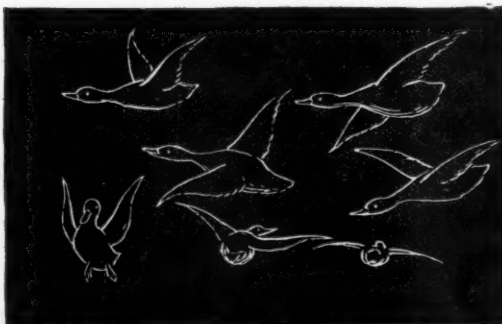
As a result of these improved methods pupils now read vastly more than in former years and in this way acquire much valuable information in history, geography and science. So much of this reading is of necessity silent that there is constant need of guarding against the danger of graduating pupils who, while able to gather ideas readily from the printed page, will not be as good oral readers as is desirable.

Arithmetic has during the last few years lost many of the topics and considerable of the time formerly claimed by it. The need of these technical divisions of the subject exists within certain restricted limits, but the average citizen has need of little beyond the fundamental rules, common and decimal fractions, a few tables of denominate numbers and a clear understanding of the principles of percentage.

Many of the topics formerly relegated to the last years of this study are among the simplest and easiest of comprehension, and modern methodology has placed the elements of these topics earlier in the course. As now studied in our schools the order of presentation of subjects is based on ease of comprehension rather than on the old-time classification. Most of the examples given deal with comparatively small numbers, and a great deal of attention is given to mental work.

In spite of the decreased attention paid to arithmetic I believe there is no loss to the average pupil, but rather a decided gain, as he now finds time for development in lines unthought of in the schools of twenty years ago.

It is interesting to note that in the most thoughtful and conservative expressions of the leading educators of the country there is today no hint of a return to the more restricted curriculum of former years. It is almost universally conceded that the wider study of history, the introduction of literature and elementary science and the systematic study of art and music have done much for the good of the child and have helped to give a desirable amount of culture to those who are not able to enter the high school. Suitable attention to these subjects has been made possible only by curtailing the time devoted to the three R's.





## Nature Study

### Wild Animals of North America

#### *The Mole, a Tunnel Maker*

A mole who, like all other moles, lived underground, often came up out of the earth; but he did not like the bright, beautiful outside world nearly so well as his dark, gloomy home below. It was well that he felt this way, for he was much safer and better off in the ground.

His cylinder-shaped body, short, thick neck and pointed head were just suited to push their way thru the soil, and his brownish-gray fur was so fine, soft and velvety that the earth never stuck to it. Then, too, altho he lived in the dark, his movable nose or snout always told him where it was best to go, and his tiny eyes were so hidden in his fur that there was no danger of dirt falling into them and blinding them.

Besides, he had two short forelegs ending with great, broad, strong claws which turned backwards and outwards and made as good shovels or pickaxes for digging with as one could wish. His hind claws were also good tools for him.

This mole was a very busy little animal and worked many hours both by day and by night. He had made himself a great many galleries or tunnels under the ground, so that he did not have to dig his way every time he went abroad. He had plenty of extra digging to do in making new paths when hunting for worms and insects, on which he lived.

He had also built himself a wonderful fortress under the roots of a tree. Here he had made a good-sized mound or hill, and had dug two tunnels round the mound, the smaller one near the top, the other near the bottom. Next he had made five passages from one of these tunnels to the other. When these were finished he dug a large round hole in the middle of the mound and then made three passages out of it to the lower tunnel and one big passage down thru the bottom of it.

Besides these many galleries he made others which led away in all directions. Some were to carry off the water which came thru the ground after a rain. Some led to a pond a short distance away where the mole could get water, for he was often very, very thirsty. Indeed, no matter where he wished to go he had a tunnel ready to take him there.

When all his tunnels were ready he put grasses and leaves in the round hole of his fortress and made himself a soft nest in which to sleep or rest, for a mole can sleep like a dormouse.

During the summer our mole was often absent from his castle for a long time. Indeed, he seldom used it except in winter. Every day and night he was very busy getting food, for he was always hungry except when asleep, and might even starve to death inside of a few hours if he found nothing to eat. This was why he worked so hard and also why he was sometimes cross and ugly.

Then, too, he had a mate and a family of five little

ones to feed with insects, worms and tender roots. They lived in a nest in one of the hillocks he had made. This summer home was lined with grasses, moss and twisted blades of wheat, and looked somewhat like a bird's nest. Out from this home also ran many long and winding tunnels, for the moles were afraid lest the weasels should find their way to them and do them harm.

When the little moles were half-grown they no longer needed their father's care. Long before this they spent their time running about and were quite able to hunt for themselves and to make little hillocks to rest in, or funny little tunnels, as they chased after worms and burrowing insects. While they were still very young their mother had shown them the way down the chief "runs," as the larger galleries are called, and by and by each young one went off alone and made journeys by himself.

One night the father mole started to go in search of food. Like all moles he was fond of earthworms, but he also liked beetles and other kinds of insects. He had gone but a short way down one of his many runs when he heard a worm. With his nose he felt the soil at the side of the tunnel he was in until he found a place soft enough to make a groove. Then with the help of his claws he began to dig with such haste and power that he had soon gone far enough to catch a number of worms. Flying at one, he gave it a sharp bite. Then passing it thru his claws to clean off the soil, and pushing it into his mouth with his fore-legs, he began with a loud crunching sound to eat it. Ther he went on to catch more, and as the soil was soft and light he had burrowed over 100 feet before the night was over.

At another time when he was out in search of worms he chanced to meet a strange mole in one of his galleries. He was so angry that he flew at him, and a bloody fight ensued. Indeed, it was such a bloody fight that the two moles were obliged to go out of the tunnel into the open meadow above to have it out. At last when the enemy was too weak to fight any more our mole, altho faint and hungry, fell fiercely upon him and killed him.

After this unpleasant adventure Mr. Mole went back to his underground home to rest, and it was a long time before he felt able to go to work again.

Thus day after day and month after month the furry little beast lived in his underground home, and never wished for another. And not until he was very old and feeble did he thoughtlessly creep into a cruel trap which Farmer Brown had set for him; and that was the last of Mr. Mole.—Animals at Home.

### Easy Experiments in Plant Study

A. N. HOLLIS IN THE PROGRESSIVE TEACHER.

Following are some easy and inexpensive experiments that can be performed with interest and profit to both teacher and pupil:

#### Germination

##### 1. Relation of Light to Germination.

Place a piece of blotting-paper, or four or five pieces of cheap-grade newspaper, in the bottom of a tumbler

and add just enough water to thoroly soak the paper. Put on the paper a few seeds, corn, peas, wheat, oats, that have been soaked for twenty-four hours; cover to prevent evaporation and put in a light place.

Place an equal number of seeds of the same kind in a cup which will not admit light.

If the seeds or paper seem to dry out put in a few drops of water. Set the cup and tumbler where they will have the same temperature. Draw the plants in their different stages of development every twenty-four hours and record results as follows:

Seeds sprouted in 24 hours, 48 hours, 72 hours, 96 hours.

In dark, .....

In light, .....

## 2. Relation of Temperature to Germination.

Plant four kinds of seeds, previously soaked for twenty-four hours, in boxes filled with the same kind of dirt, putting the same number of seeds in each box. Place the first box in the sun on the south side of the schoolhouse, the second in the shade on the same side and the third in the shade on the north side. Be careful to keep the moisture in each box the same, but do not make it muddy.

Draw and record results as in 1.

## 3. Relation of Water to Germination

Arrange four vessels with seeds as follows: In the first put some paper slightly moistened, and on it some dry seeds. In the second place the same kind of paper and on it some seeds previously soaked for twenty-four hours. In the third use thoroly moistened paper and soaked seeds. In the fourth use water enough to half cover the seeds that have been soaked twenty-four hours. Draw and tabulate results as in 1 and 2; study the minute root-hairs with a lens, observing what condition produces the greatest number and upon what portion of the main root the shortest and longest appear. Make a drawing to show this.

## 4. Relation of Air to Germination.

Place several sunflower seeds, whose shells have been carefully removed, in a bottle. Boil some water for twenty minutes to expel the air and when cool pour it into the bottle containing the seeds, making sure that it comes up to the tightly-fitting stopper, which should stand level with the top of the bottle. Over the stopper place a firm layer of glycerine, vaseline, paraffine or melted beeswax. Why?

Place the same number of like prepared seeds in a bottle half full of unboiled water and without any stopper. Why? The oxygen of the air is one of the necessary elements for germination; in fact, without it no growth can take place.

Tabulate as in previous experiments.

## 5. Effect of Germination upon the Surrounding Air and the Substance of the Seeds.

a. Soak for twenty-four hours enough peas or beans to half fill an ordinary fruit jar. Then put them in the jar and screw the lid on tight. At the end of the next twenty-four hours remove the lid and thrust a blazing splinter into the jar. The gas, carbon dioxide, given off by the seeds puts out the blaze. It was once thought that because plants were taking in this gas all the time they did not give it off at all, and in that re-

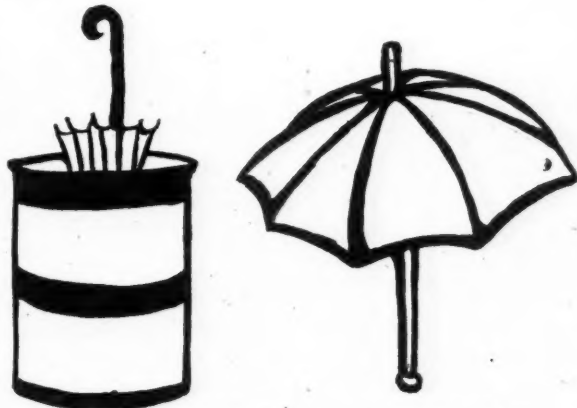
spect differed materially from animals. The fact is that while they are taking in large quantities of it they are giving off small quantities of it and taking in its place an equal volume of oxygen, which acts with the living substance (protoplasm) of the plant in such a way as to impart the life and energy which develop it to such stages of beauty, grandeur, usefulness. So in this respect, instead of plants being unlike animals, they are exactly like them.

b. Chew a few grains of wheat, barley or corn before germination and a few after they have sprouted, noting the increased sweetness, which is caused by a portion of the starch being converted into sugar. The sugar goes into solution in water so that it can nourish the plant; in fact, all food has to be in solution (dissolved in water) before plants can use it. In this sense they are much more delicate than animals.

## Primary Nature Study

Last year the children were each given five nasturtium seeds early in March. By being questioned they told what kind of soil had better be secured and how deeply the seeds should be planted. Then each one took his seeds home, found a crock or can, secured the soil himself and planted his seeds. Another talk was given on the heat and sunlight required and which window would be best suited for rapid growth. Each child took all of the care of the plant himself, and in less than two weeks radiant faces, sparkling eyes and prattling tongues were alive with excitement.

One of Johnnie's plants, for some reason, appeared first. All of Mary's came up at the same time: Only three of Mildred's sprouted. Jack Frost nipped Esther's. None of Bessie's grew. We tried to find out the reasons for all these things. And then the buds began to appear, one after another. At the end of ten weeks the crocks were brought to school. The superintendent was called in to select the six best.—Subscriber.



## Characteristics of a Good Blackboard Story

1. An interesting subject.
2. A connected story.
3. Conversational style.
4. Few questions and no padding.
5. A natural climax.
6. Dramatic.

## April Paper Cutting



Paper Cutting, Second grade, Julia Sulzer, teacher, Burley School, Chicago

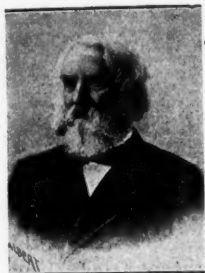


Paper Cutting, Second grade, Julia Sulzer, teacher, Burley School, Chicago



## A Longfellow Study.

By SISTER PAULINE [Mercy Convent, Knoxville, Tenn.]



**A** GAIN we find ourselves working in the broad and pleasant fields of Literature, reaping where others have sown. This time we have come across the "lilies of the field"—the crystal-pure, passionless works of the sweet word-musician, Longfellow.

The four weeks devoted to this study is based on the supposition that the pupils are already familiar with many of the poet's shorter and best known poems; such as "The Village Blacksmith," "The Children's Hour," "The Arrow and the Song," "The Psalm of Life," "The Wreck of the Hesperus," etc., which are generally memorized in the lower grades of all schools. It is supposed, also, that they have read "Evangeline" and "Hiawatha." If the class taking up the study of Longfellow is not thus prepared for the work, the time spent on his poems should be three or four months, at the least. "Evangeline" itself can scarcely be studied with profit in less than six weeks.

First week. The life of the poet. His birth, in 1807, in Portland, Me., the city by the sea, of which he speaks in "My Lost Youth." The family—descendants of John Alden and Priscilla. The lively, active, sensitive, affectionate boy, disliking noise and excitement—"Solititious always to do right." The young collegian, regular, studious, honorable. The learned and successful professor. His travels. His marriage in 1831 with Miss Mary Storer Potter—"The being beauteous who unto my youth was given, more than all things else, to love me, and is now a saint in Heaven." His first great sorrow was the death of this fair young wife.

His second marriage with Miss Frances Appleton. His children—Ernest and Charles and "Grave Alice and laughing Allegra, and Edith with golden hair." A fourth daughter died in infancy. His happy home life, "too happy," as he himself said. His literary career. His especial love for children to whom he wrote many of his best poems. In "The Children," he says:

"Come to me, O ye children,  
And whisper in my ear  
What the birds and the winds are saying  
In your sunny atmosphere.  
Ye are better than all the ballads  
Which ever were sung or said,  
For ye are the living poems,  
And all the rest are dead."

Everything he wrote is pure as crystal, and his spirit is purely Catholic. "It was his mission to refine our national taste." He died in 1884.

The second week read to the class: "Mr. Finney's Turnip"—Longfellow's first attempt at poetry. Poor little Henry had failed to hand in his composition at the appointed time, and the teacher, Mr. Finney, exiled him to the yard to write about anything he saw there. The first thing he spied was a poor, lonely turnip, growing behind the barn. It was his inspiration, and he produced "Mr. Finney's Turnip":

Mr. Finney had a turnip,  
And it grew behind the barn;  
And it grew, and it grew;  
And the turnip did no harm;  
And it grew, and it grew,  
Till it could grow no taller,  
When Mr. Finney took it up  
And put it in the cellar.  
There it lay, there it lay,  
Till it began to rot,

When his daughter Susan washed it  
And put it in the pot.  
Then she boiled it, and boiled it,  
As long as she was able,  
And then his daughter Lizzie took it  
And put it on the table.  
Mr. Finney and his wife  
Both sat down to sup,  
And they ate, and they ate,  
Until they ate the turnip up."

Read also "The Battle of Lovell's Pond," his first published effort. He said that no literary success of later years gave him such genuine pleasure as did this stiff little poem when it greeted him one morning in the "Portland Gazette. Compare these first crude attempts with the ease, grace and finish of his later poems.

Tell the story of the "little girl who had the little curl." Longfellow said these lines to his daughter Edith one day when she was crying because the nurse was combing her hair. Every little toddler knows the verse by heart.

"There was a little girl,  
And she had a little curl,  
And it hung right down  
In the middle of her forehead;  
And when she was good  
She was very, very good,  
And when she was bad  
She was horrid."

Review the poems already familiar to the pupils. They can now study for purity, figures, etc., what they learned by rote in their fourth grade days: "The Psalm of Life," "The Children's Hour," "The Rainy Day," "The Day is Done," "Reaper and the Flowers," "Wreck of the Hesperus," "The Village Blacksmith," "The Arrow and the Song." Read "King Robert of Sicily" to the class. It is "The Sicilian's Tale" from the "Way-side Inn."

The third week take up "Excelsior," "Resignation," "The Light of Stars," and "The Building of the Ship" with its grand apostrophe to the Union. Longfellow thus explains "Excelsior": "My intention was to display in a series of pictures the life of a man of genius resisting all temptations, laying aside all fears, heedless of all warnings and pressing right on to accomplish his purpose. His motto in Excelsior—'higher.' Filled with these aspirations he perishes without having reached the perfection he longed for; and the voice heard in the distance is the promise of immortality and progress ever upward."

In "The Building of the Ship" bring out the triple meaning clearly seen from the last three stanzas. First—the real launching of the "bride of the old gray sea"—

"Sail forth into the sea,  
O ship!  
Through wind and wave right onward steer!  
The moistened eye, the trembling lip,  
Are not the signs of doubt or fear."

Second—the launching of a young wife into the sea of life:

"Sail forth into the sea of life,  
O gentle, loving, trusting wife,  
And safe from all adversity,  
Upon the bosom of that sea,  
Thy comings and thy goings be!"

Third—the personified Ship of State:

"Thou too sail on, O Ship of State,"

Have its most beautiful lines memorized. Here are some of them:

"The merchant's word  
Delighted the Master heard;  
For his heart was in his work, and the heart  
Giveth grace unto every Art."

"Ah, how skillfull grows the hand  
That obeyeth Love's command!  
It is the heart, and not the brain,  
That to the highest doth attain,  
And he who followeth Love's behest  
Far excelleth all the rest."

"The ocean old,  
Centuries old,  
Strong as youth, and as uncontrolled,  
Paces restless to and fro,  
Up and down the sands of gold.  
His beating heart is not at rest;  
And far and wide,  
With ceaseless flow,  
His beard of snow  
Heaves with the heaving of his breast."

"Like unto ships far off at sea,  
Outward or homeward, bound are we.  
Before, behind, and all around,  
Floats and swings the horizon's bound,  
Seems at its distant rim to rise  
And climb the crystal wall of the skies;  
And then again to turn and sink,  
As if we could slide from its outer brink."

Ah! if our souls but poise and swing  
Like the compass in its brazen ring,  
Ever level and ever true,  
To the toil and the task we have to do,  
We shall sail securely, and safely reach  
The Fortunate Isles, on whose shining beach  
The sights we see and the sounds we hear  
Will be those of joy, and not of fear."

The above lines with the magnificent closing stanza should be stored away in memory's cell.

Spend the fourth week on "Evangeline" and "Hiawatha." Have them studied for figures, descriptions, and memory work.

Other memory work for the month: Extracts from "The Bridge," "The Light of Stars," "The Belfry of Bruges," and "The Clock on the Stairs." It is from "The Light of Stars" we get these beautiful lines:

"O fear not in a world like this,  
And thou shalt know ere long—  
Know how sublime a thing it is  
To suffer and be strong."

Program for the Longfellow Hour:

1. "The Arrow and the Song."—Class Song.
2. "The Poet Musician."—Paper.
3. "King Robert of Sicily."—Musical Reading.

4. "The Bridge."—Song.
5. "Evangeline the Fair."—Paper.
6. "Wreck of the Hesperus."—Recitation.
7. "Longfellow Crystals."—Paper.
8. "Longfellow People."—Paper.
9. "The Rainy Day."—Song.

#### Catholics and Science.

"It is only the small fry who think that science contradicts religion," remarks *The Parish Calendar* of Lawrence, Mass.; and then it gives the following interesting facts: "Volt is a term designating the strength of electrical current, so called from Volta, the great Italian scientist, who went to Mass every morning and visited the Blessed Sacrament every evening, and whose favorite devotion was the Rosary. Ampere—the unit of electric current, is so called after the great French electrician, friend of Ozanam and a devout Catholic. Galvanic battery is named after the famous Galvani, who was a member of the Third Order of St. Francis. Ohm—the unit of electrical resistance, gives us the name of one of the original workers in electricity, who was almost a Jesuit. He was taught by Jesuits, and afterwards was teaching in their college at Cologne when he made his great discovery, and was faithful to the end in the Catholic faith."

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## IN CASE OF FIRE.

Experience having demonstrated the practical inutility of the ordinary iron ladder fire escape for schools and other crowded buildings, many school authorities have come out strongly for the "spiral chute" escape, as being the only device that would really save the children of a large school or orphanage in case of sudden and serious fire. The School Board of Milwaukee, after giving serious thought to the matter, has joined other cities by adopting this form of fire escape. These escapes are now to be found in nearly every large city in the country, not only on schools, but also on asylums, public buildings generally and factories. The United States government, after a test of the Kirker-Bender spiral fire escape, adopted it for several of its buildings, including the ten-story fire-proof custom house in New York. The Dow Wire Works of Louisville, Ky., manufacturers of the Kirker-Bender escape, have prepared an illustrated book showing many of the buildings throughout the country now equipped with the escape. There is also contained fac-similes of many testimonial letters received from those who have purchased the escape and given it a test. Hundreds of children have been taken from a school building in two or three minutes' time. This book is free for the asking.

## OUTSIDE OF SCHOOL HOURS.

The widespread interest now being taken in "school gardening" has led to the organization of "The School Garden Association," with headquarters in Boston. The school garden is not necessarily a school grounds garden, need not be a garden for the school, but it is a garden made and cared for by school children, under the direction of the teacher, and the profits go to the individual child or to the school as a whole, as may be determined.

The first work of the association will be to make it possible to provide the pupils of any school with selected seeds of the right kind and best quality for a penny a package, which brings them within the reach of every child who can find a bit of land for planting. There will be two collections, one of vegetables, the other of flowers.

The seeds will be selected for their educational value, and to illustrate distinctive types. The vegetable collection will include those that grow upon a vine like the cucumber, those grown for the root like the radish, those grown for the top like parsley, those in which the top may come to a head like lettuce, and those forming a bulb like the onion. These will be put up in separate packets, and the five packets put into an envelope to be known as collection No. 1. The collection will be sold for five cents.

Flower seeds will include equally representative and instructive types like the sweet pea, nasturtium, poppy, mignonette, etc. These also will be put up in five separate packets, enclosed in an envelope and known as collection No. 2. This collection, also, will be sold for five cents. By breaking a collection, the teacher will have five packets, which can be furnished to pupils at one cent each, so that no pupil need be without at least one packet of seed. Many will be able to have a little garden spot at home on which to plant the full collections, and cultivate a permanent interest in gardening.

In ordering, state how many No. 1 collections and how many No. 2 collections are desired, and remit at the rate of five cents for each collection in postoffice money order, payable to the School Garden Association, Station A, Box 1, Boston, Mass.

(Do not fail to write your own name and address in full.)

## SACRED MUSIC IN CANADA.

The following from "The Bee," the organ of St. Jerome's College, Berlin, Ont. Can., will be of interest to all who have to do with church music:

"The present day presents to our admiration two notable examples of eminent musicians who have enriched our Canadian repertoire, in the persons of Brother Sixtus (Christian Brothers) and Mr. J. A. Fowler. The former in his younger days was ever an active and zealous student, whose favorite delight was to excel in all those undertakings which his versatile genius and quick imagination presented as worthy of effort. His natural love for music impelled those who knew him well to prognosticate for him a brilliant future, which predictions have been amply realized. As a musician, Brother Sixtus is an ardent advocate of all that is 'delicate and excellent' in Lambillotte, Concone, Palestrina, and Gagon, and under his direc-

tion the true interpretation of these masters is given and unconsciously the feelings which animated them are made to permeate our very souls. It is, however, as an original composed that the real genius of the man is made to appear. His "Regina Coeli" and "Memorare," once heard cannot well be forgotten. There is that subtle softness and true delicacy of expression which, whilst soothing at the same time exalts us. Mr. Fowler's "Mass of the Sacred Heart" and "Ave Maria" are a sufficient evidence of his musical abilities. He fully understands and appreciates the outraged feelings of the Holy Father with regard to the innovations in church music and would fain instill into the prescribed compositions some of his own personal magnetism. If one would know him as a man he must hear him as a musician and become familiar with his writings. Canada may justly feel proud of two such talented sons." Lists and prices of this music may be obtained by writ-

ing to Blake's Music Store, 602 Queen street, Toronto, Canada.

An excellent short history of Ireland for schools, reading, circles, and the general public is to be found in "Ireland's Story," by Charles Johnston and Carita Spencer. The authors begin with the very earliest of Ireland's traditional invaders and carry the "story" down to the passage of the Land Purchase Act, in 1903. The subject matter of the work has been treated in an intelligent and interesting manner, due proportion being given to the principal history-making facts, and a spirit of sympathy for Ireland in its struggles being shown throughout. Says the Sacred Heart Review of the book: "This history shows by facts calmly and dispassionately stated that the story of the Irish people is not one to be neglected by those who, be they Irish or otherwise, may desire to inform themselves as to European

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Catholic School Journal—April

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civilization and its triumphs; and after a careful reading of the pages of 'Ireland's Story' we can heartily give our assent to the authors' claim that 'every reader of the Irish race will find here a tale to make him proud of his parentage and his inheritance; a tale of valor and endurance; a tale of genius and inspiration; a tale of self-sacrifice and faith.'

The 414 pages of the book are well printed and bound, unusually well illustrated. There is an excellent table of contents and index, and also eight maps. Houghton, Mifflin & Co., of Boston, are the publishers of the book, which sells at \$1.10, prepaid.

\* \* \*

Good maps are so an essential a feature of good geographies that a certain assurance of merit attaches to an announcement of a new series of geographies from the famous map-publishing house of Rand, McNally & Co. But an examination of Dodge's Geographies discloses other points of excellence in addition to the maps and illustrations with which the series abounds. The author of the books, Richard Elwood Dodge, professor of geography in Teachers' College, Columbia University, New York, has brought to the work his wide experience as a student and teacher, and hence we find incorporated in the series the most modern ideas in regard to the teaching of geography. Teachers interested will do well to read the announcement of Rand, McNally & Co. elsewhere in this number.



Hiram Cronk of Dunbrook, N. Y., the only surviving veteran and pensioner of the war of 1812, is regarded as the oldest soldier in the world. He

is 104 years of age and is still strong.

The twelfth annual meeting of the "Western Drawing and Manual Training Association" will be held in Chicago at the Art Institute, April 25 to 28. The programme arranged for the four days of the convention is unusually elaborate and attractive, containing the names of many of national prominence. It is expected that the exhibits of drawing and manual training work will exceed those at all previous gatherings of the organization. The ideal character of the place of meeting, with its spacious galleries and beautiful lecture hall, as also the presence in Chicago of a number of other noted galleries and art schools, will do much to cause a large attendance.

\* \* \*

#### MILLIONS TO CHARITY.

**T**HERE are in New York city to-day a score, at least, of well known women whose husbands have accumulated great fortunes, who are devoting almost as much time to charitable work as do their husbands to business, and who refuse absolutely to tell even their most intimate friends just what they are doing in this line. These women have their secretaries, clerks and stenographers to assist them in carrying out their work.

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526	.25	1.25	1.25	4.00 to 8.00	941	.06	.40	.40	1.50 to 3.00	947	.05	.35	.35	2.00 to 4.00
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One example of the "women's system" of up-to-date charitable and church work, and the application of business methods to work often left to others, is the charitable bureau established, maintained and operated by Mrs. Thomas F. Ryan, at her home, No. 60 Fifth Avenue. Mrs. Ryan during the last few years has given more than \$2,500,000 toward the advancement of the various charities maintained and controlled by the Catholic Church in the United States, besides contributions to non-sectarian institutions. Her gifts, extended to eight or ten States in the Union, from North Dakota to Texas, and from New York to Virginia.

In carrying out this work Mrs. Ryan has set aside several rooms in her Fifth Avenue mansion as her office, and and equipped them accordingly. Here she spends from three to four hours each day when in New York with her secretary and clerks in examining reports, looking into requests for additional assistance, and taking steps to strengthen the financial support of institutions already established.

Mrs. Ryan's munificence covers the building of at least one hundred new chapels, schools churches, hospitals, homes for Sisters, and homes for aged and infirm. From nine o'clock every morning until luncheon at one o'clock, Mrs. Ryan gives her entire attention to this work—answering correspondence, etc.

Mrs. Ryan's first step in this line was

due to an accident one summer afternoon, years ago, on the railroad near her summer home at Suffern, N. Y., in which a trainman was injured severely, and the village physicians declared that if one of his legs could be amputated at once his life might be saved. Suffern at that time lacked a hospital, and it was necessary to remove him a considerable distance to a town with a hospital at which the operation could be performed. Within a short time after this she purchased a building in the village best adapted to hospital purposes, equipped it as a hospital, and installed physicians and nurses to care for the sick and injured.

After completing the hospital she determined that, having provided for the physical life, she would build a Catholic chapel in the village for the spiritual welfare of the residents. The village had no Catholic church at that time. Since then she has built schools and other institutions for the use of her Church in this town.

Not long after this, while on her way to Mexico with Mr. Ryan, while passing through Texas, the private car in which they were traveling was overturned in a disastrous wreck, but neither Mr. nor Mrs. Ryan was injured, and, as an expression of her gratitude for the preservation of the lives of those in the party, she immediately arranged to build a church in the city nearest the scene of the wreck.

By this time other demands were increasing, and Mrs. Ryan determined to

establish an office in her home and to employ the assistants necessary to carry out her plans systematically so that the greatest good to the greatest number would result from her gifts. Since that time a large chapel at Hot Springs, Va., seating 150 persons; a \$20,000 church in Manchester, Va., seating 400 persons; the Sacred Heart



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school, in Richmond, Va., with accommodations for 400 boys and girls; a Sisters' residence, in Richmond; a school in Newport News, Va., accommodating 200 children; a beautiful chapel at Covington, Ky.; a church at Falls Church, Va., accommodating 400 persons, and a hospital at Lynchburg, Va., with 70 beds for white and negro residents of the city, have all been built and endowed by Mrs. Ryan.

These, however, are only a few of the buildings she has built; in many other cases only those in actual charge of the work know the name of the person who is supplying the funds necessary to establish and maintain it. It is probable, also, that Mrs. Ryan's activity and enthusiasm in this line of work are responsible for the gift of \$1,000,000, made several years ago by her husband for the construction of the Cathedral of the Sacred Heart, in Richmond, Va., which is now in progress of construction. Mr. Ryan also has made other gifts in recent years, but these are generally to supplement the work of his wife.

### \$12,000 RAISED IN TEN MINUTES

A meeting of the clergy and laity was held March 21st at De La Salle Institute, in New York City, to devise means of raising money to build the Christian Brothers' Normal College at Pocantico Hills. David McClure presided. Brother Joseph, provincial of the Christian Brothers, said that in fifty-six years' labor in the archdiocese this was the first time they had asked for aid. He said further that the purpose of the Normal College was to train members for teaching in the parochial schools and to have a home for aged brothers.

Msgr. Mooney and W. Bourke Cockran spoke in support of the project.

The sum of \$12,000 was subscribed in ten minutes by those present. Mr. Cockran, John F. Carroll, James Butler, David McClure, M. J. Drummond and Msgr. Mooney each gave \$1,000. Msgr. Lavelle of the cathedral and Rev. James J. Kean of the Holy Name church each gave \$500 and a collection to be taken up in their churches. Luke D. Stapleton, Philip J. Britt, Dr. Jose Ferrer and Peter McDonald (in behalf of his eleven-days-old grandchild, Patrick Peter Robert McDonald), each gave \$500. Judge Dowling, John F. Doyle, Stephen Farrelly, R. J. Cuddihy, L. J. Callahan, N. T. Phillips, John Mulally and Msgr. McCreedy each gave \$250.

A committee of 500 laymen is to be formed to raise \$400,000 in the coming year.

### A GREAT GREEK SCHOLAR.

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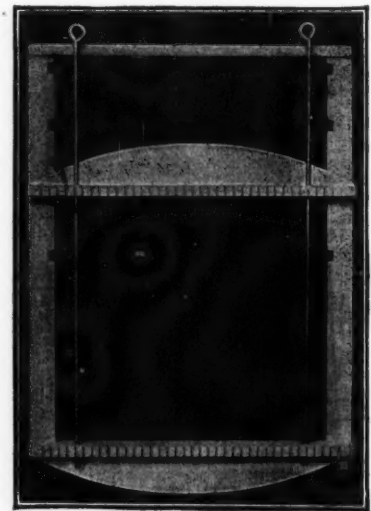
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Greek than he does his mother tongue. He tells a story that no corner of the earth is so remote than an Irishman or an Irishwoman cannot be found there.

Several years ago Father Quinn sought a vacation on the Island of Cephalonia, one of the seven Ionian groups off the west coast of Greece. One day while wandering over the island he came upon an institution of learning for women. Father Quinn was invited in by the Sister Superior, whose name proved to be Murphy. She was reading a history of the Irish race written in Greek. Father Quinn continued his journey to the principal town of the island. There he found that the leading merchant and exporter was a man named O'Toole, of Irish extraction, who spoke no other language than Greek.

#### RELIGIOUS GARB CASE.

The celebrated Lima school controversy has at last been decided in the first instance by Supreme Court Justice James A. Robson of Canandaigua, N. Y. The case involves the famous order of State Superintendent of Public Instruction Skinner, forbidding the wearing of a "religious garb" by teachers of a public school.

Two Sisters of the Order of St. Joseph were teaching in the school in the village of Lima, N. Y., which was in reality the parochial school of St. Rose's church, but which, by an arrangement with the village school board, was being used as a public village school. The taxpayers of Lima were well satisfied with this arrangement, as it obviated the necessity of erecting a public school building, and thereby a material expense was saved. Two ministers, however, objected to this plan and made complaint to the State Superintendent of Public Instruction.

Skinner forbade the sisters to wear the habit of their order while engaged in teaching in a school which was supported by general taxation. The sisters refused to lay aside the dress prescribed by their order, contending that they had a constitutional right to wear what they saw fit, so long as the rules of common decency and good taste were not violated. Skinner, however, would, under no circumstances, allow the sisters' distinctive dress to be worn by them in their capacity as teachers of a public school, and the school board of Lima was compelled to discharge them. Their pay for services was withheld from the time when Skinner issued his famous "religious garb" order, and to recover this the sisters brought suit.

Justice Robson has now decided that the sisters are entitled only to pay for their services up to the time when Skinner issued his order, but not for the time following. The case will be carried to the court of appeals.

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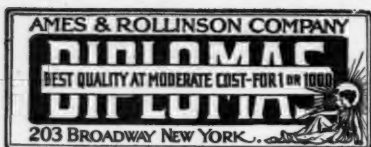
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## INDIAN SCHOOLS.

United States document No. 179, Forty-eighth Congress, third session, gives all the data and correspondence bearing on the care and education of Indians in denominational schools. The document gives the original letters bearing upon the petitions of Catholic Indians for Christian schools, of which the following from Wisconsin is a sample:

"GREEN BAY AGENCY,  
Keshena, Wis.

*"To the Commissioner of Indian Affairs, Washington, D. C.*

"SIR: I have the honor to transmit herewith a petition signed by over 200 Menomonee Indians asking that a sufficient amount of their funds be used to educate 100 of their children at the St. Joseph Industrial school, located on their reservation at this agency. I would say that the petition was circulated by the Indians themselves and brought to me by a delegation, who asked me to forward it to you. I am confident that no undue influence has been brought to bear to obtain the signatures. The St. Joseph school has been on the reservation for thirteen years, and during that time has educated many of the young men and wo-

men belonging to the tribe and otherwise has had an excellent influence over the younger portion of the tribe. They have each year taken care of and educated a large number at their own expense, as they have always made it a rule not to turn a child away that was brought to them as long as they had room.

"The buildings used for school purposes have cost \$30,000, and have a capacity, without crowding, to accommodate 170 pupils. They are nicely furnished and kept in the best possible order. If this school is discontinued the government school at this agency will not be large enough to accommodate all of the Menomonee and Stockbridge children of school age and will have to be enlarged to double its present capacity.

"I am confident that a large majority of the Menomonees are anxious to have the St. Joseph school continued, and are willing to pay for the support of the school from their own funds, and if the school is closed it will be a great disappointment to them.

"Very respectfully,

"THOMAS H. SAVAGE,

"United States Indian Agent."

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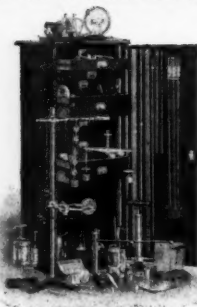
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